Macmillan

Australian Curriculum

History 8

The Ancient to the Modern World

Joanna Clyne – Rose Searby – Matthew Leeds – Samantha Frappell – Nick Cummins – Luke Cashman – Miriam Meehan

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Warning: It is recommended that Aboriginal and Torres Strait Islander peoples exercise caution when viewing this publication as it may contain images of deceased persons.

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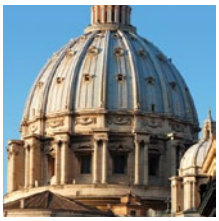

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How to use this book

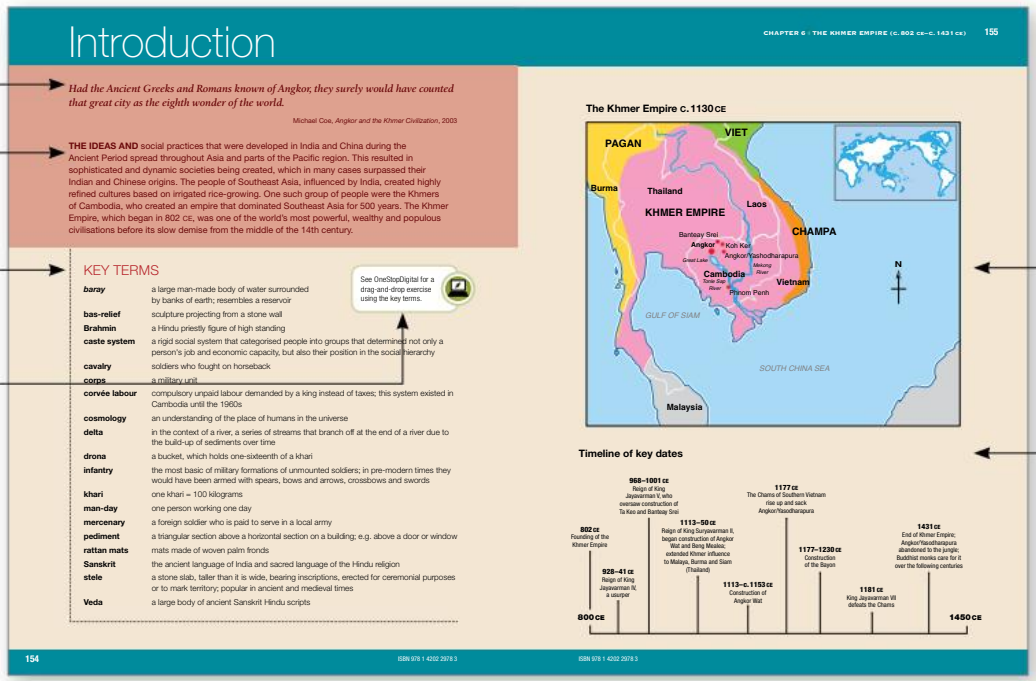
The pages listed below show key features of *Macmillan History 8: The Ancient to the Modern World.*

Quote to use as a lesson starter

Short introduction to put the chapter into context

Key terms used throughout the chapter

Digital boxes for exercises at OneStopDigital



Introduction

CHAPTER 6 / THE KHMER EMPIRE (c. 802 CE–c. 1431 CE) 155

Had the Ancient Greeks and Romans known of Angkor, they surely would have counted that great city as the eighth wonder of the world.

Michael Coe, *Angkor and the Khmer Civilization*, 2003

THE IDEAS AND social practices that were developed in India and China during the Ancient Period spread throughout Asia and parts of the Pacific region. This resulted in sophisticated and dynamic societies being created, which in many cases surpassed their Indian and Chinese origins. The people of Southeast Asia, influenced by India, created highly refined cultures based on irrigated rice-growing. One such group of people were the Khmers of Cambodia, who created an empire that dominated Southeast Asia for 500 years. The Khmer Empire, which began in 802 CE, was one of the world's most powerful, wealthy and populous civilisations before its slow demise from the middle of the 14th century.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

baray	a large man-made body of water surrounded by banks of earth; resembles a reservoir
bas-relief	sculpture projecting from a stone wall
Brahmin	a Hindu priestly figure of high standing
caste system	a rigid social system that categorised people into groups that determined not only a person's job and economic capacity, but also their position in the social hierarchy
cavalry	soldiers who fought on horseback
corps	a military unit
corvée labour	compulsory unpaid labour demanded by a king instead of taxes; this system existed in Cambodia until the 1960s
cosmology	an understanding of the place of humans in the universe
delta	in the context of a river, a series of streams that branch off at the end of a river due to the build-up of sediments over time
drona	a bucket, which holds one-sixteenth of a khari
infantry	the most basic of military formations of unmounted soldiers; in pre-modern times they would have been armed with spears, bows and arrows, crossbows and swords
khari	one khari = 100 kilograms
man-day	one person working one day
mercenary	a foreign soldier who is paid to serve in a local army
pediment	a triangular section above a horizontal section on a building; e.g. above a door or window
rattan mats	mats made of woven palm fronds
Sanskrit	the ancient language of India and sacred language of the Hindu religion
stele	a stone slab, taller than it is wide, bearing inscriptions, erected for ceremonial purposes or to mark territory; popular in ancient and medieval times
Veda	a large body of ancient Sanskrit Hindu scripts

The Khmer Empire c. 1130 CE

PAGAN
VIET
Burma
Thailand
KHMER EMPIRE
Laos
CHAMPA
Bantaey Srei
Angkor
Koh Ker
Angkor/Yashodharapura
Great Lake
Mekong River
Cambodia
Tonle Sap River
Vietnam
Phnom Penh
GULF OF SIAM
SOUTH CHINA SEA
Malaysia
N

Timeline of key dates

800 CE
802 CE — Founding of the Khmer Empire
928–41 CE — Reign of King Jayavarman IV, a usurper
968–1001 CE — Reign of King Jayavarman V, who oversaw construction of Ta Keo and Banteay Srei
1113–50 CE — Reign of King Suryavarman II, began construction of Angkor Wat and Bang Mealea; extended Khmer influence to Malaya, Burma and Siam (Thailand)
1113–c. 1153 CE — Construction of Angkor Wat
1177 CE — The Chams of Southern Vietnam rise up and sack Angkor/Yasodharapura
1177–1230 CE — Construction of the Bayon
1181 CE — King Jayavarman VII defeats the Chams
1431 CE — End of Khmer Empire; Angkor/Yasodharapura abandoned to the jungle; Buddhist monks care for it over the following centuries
1450 CE

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Map showing key geographic areas and themes discussed in the chapter

Timeline showing key events, periods and dates

'Think, puzzle, explore' activities start each chapter to help students explore pre-existing understanding and gaps in their knowledge for a specific topic

Outstanding digital content complements the text and activities and is clearly identified within the chapter

Screenshots and illustrations bring alive different historical periods

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CHAPTER 6 / THE KHMER EMPIRE (c. 802 CE–c. 1431 CE) 157

Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Khmer Empire.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Khmer Empire.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Khmer Empire'. I'm Hikaru, and I'll be your tour guide. Enjoy your trip.

Go to OneStopDigital to watch a digital reconstruction of life in the Khmer Empire.

SOURCE 6.1 A scene from the digital reconstruction of life in the Khmer Empire (available at OneStopDigital).

Use of historical terms

Watch the documentary 'Digging for the Truth: Angkor Wat' on OneStopDigital.

Southeast Asian geography and history

What was the Khmer Empire?

THAILAND
LAOS
CAMBODIA
VIETNAM
N

SOURCE 6.2 Cambodia and surrounding countries, showing the Tonle Sap Lake, Tonle Sap River, Mekong River and Mekong Delta

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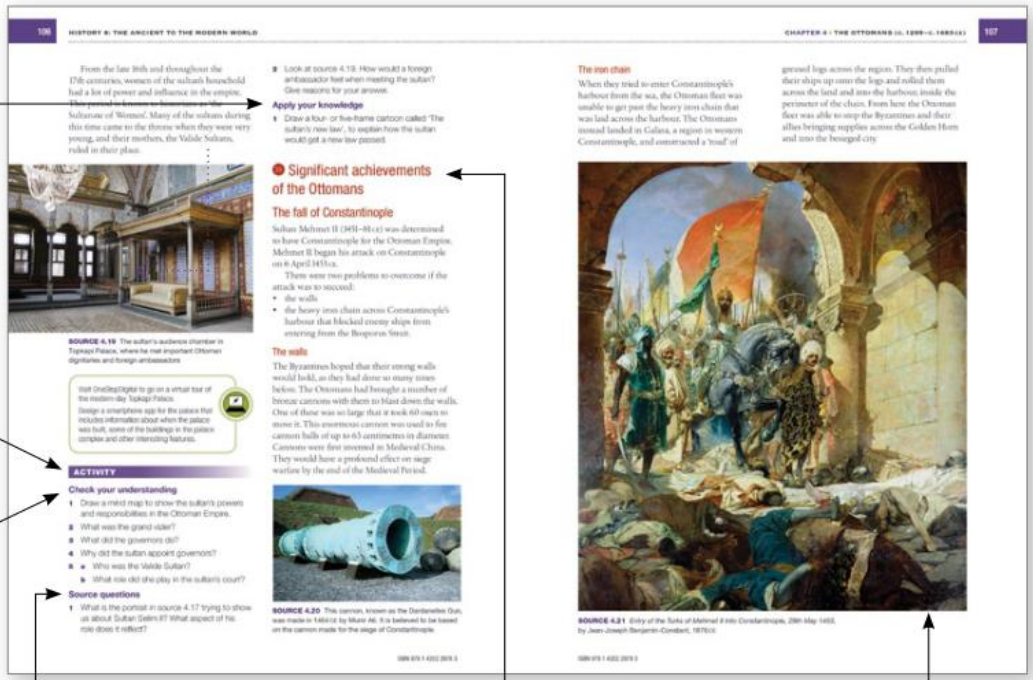
'Apply your knowledge' leverages students' understanding so that they apply key concepts and historical skills in a range of ways

Activities are structured under three key headings and graded throughout the chapter

'Check your understanding' activities are provided to assist students to learn key concepts and test basic comprehension of information



Apply your knowledge

Significant achievements of the Ottomans

The fall of Constantinople

The walls

The iron chain

ACTIVITY

Check your understanding

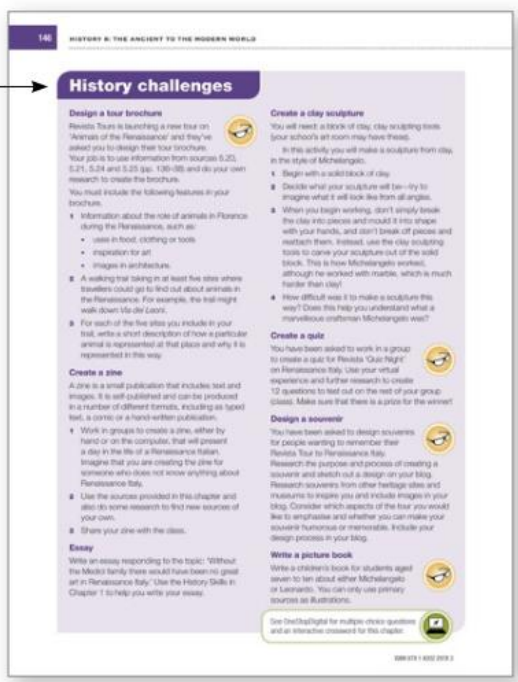
Source questions

'Source questions' relate specifically to a diverse range of visual and test sources and require students to use their analytical skills

A clear heading structure systematically organises content for ease of reading and learning

Strong and powerful sources are used throughout the book

'History challenges' offers a range of projects that show evidence of learning for each depth study including ICT



History challenges

Design a tour brochure

Create a clay sculpture

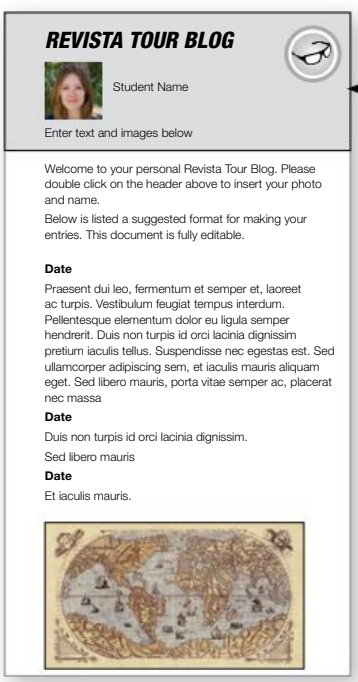
Create a zine

Create a quiz

Design a souvenir

Essay

Write a picture book



REVISTA TOUR BLOG

Student Name

Enter text and images below

Available online at OneStopDigital, this blog can also be printed. The blog is where students can create an electronic or hardcopy record for their answers to key questions throughout the textbook.

Introduction

History 8: The Ancient to the Modern World covers the Australian Curriculum History for Year 8 from the end of the Ancient Period to the beginning of the Modern Period, c. 650 AD (CE)–1750 CE. The content provides opportunities for students to critically examine the Medieval World, explore the foundations of contemporary society and discover how the Medieval World was linked by trade, ideas, migration and conflict.

Do the textbooks cover the entire Australian Curriculum syllabus?

Yes. Every textbook in the series comprehensively covers both knowledge and understanding using an inquiry-based approach. Notions specifically addressed include evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. Every depth study is covered, all overview content is included, every content description and content elaboration is explored. Seven general capabilities are interwoven throughout the activities: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical behaviour, and intercultural understanding. Three cross-curriculum priorities in the Australian Curriculum are also addressed: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability. A skills correlation grid is located in the digital material associated with this publication.

About Revista Tours

Throughout this resource, students are required to record answers to specific activities in their own personal 'blog' for a project called 'Revista Tours'. Revista Tours is a concept which has been developed to help students navigate their study of the Medieval World. The blog template (a simple Microsoft Word document) is located at OneStopDigital and is provided free to students and teachers who purchase *History 8: The Ancient to the Modern World*. Each relevant activity for the blog uses the following symbol:

When students begin to use the book, they initially encounter Revista Tours in the first chapter. For the nominated activities, the student is a tourist with a fictional travel company called Revista Tours. The company takes the students back through time to different historical locations so that they can meet historical figures, explore areas of the world and assess the period of history in its current day. The students time travel by wearing imaginary glasses. It is via the glasses that the students 'see' an historical event as it happened.

Revista Tours uses four characters as guides for the year 8 students. The guides come from a range of ethnicities and historical disciplines such as history, archaeology, curation and anthropology and share their knowledge by speaking directly to the students. They also help students understand that knowledge is developed over time and can be contested through different viewpoints.

The imaginary glasses are a concept used to deliver the curriculum content in an engaging way. They open the door to utilising new tools for the study of history and engage students through an approach which is both innovative and relevant to contemporary learning methodologies. Revista Tours ensures students learn about History, develop critical thinking skills, enhance teamwork skills and understand how they are thinking about historical content.

Revista Tours also exposes students to a learning experience which combines imagination, historical thinking, ICT skills and critical inquiry. Through the Revista Tours concept, students are

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able to respond to information they have learned in class by recording their learning journey through the 'Revista Blog'. They are able to reflect on information acquired from the text, digital activities and 'History challenges' projects and demonstrate their understanding through a range of writing styles. Blog entries can be submitted digitally to the teacher on a regular basis or viewed as a body of work to be handed in at the completion of each depth study.

REVISTA TOUR BLOG

Student Name

Enter text and images below

Welcome to your personal Revista Tour Blog. Please double click on the header above to insert your photo and name.

Below is listed a suggested format for making your entries. This document is fully editable.

Date

Praesent dui leo, fermentum et semper et, laoreet ac turpis. Vestibulum feugiat tempus interdum. Pellentesque elementum dolor eu ligula semper hendrerit. Duis non turpis id orci lacinia dignissim pretium iaculis tellus. Suspendisse nec egestas est. Sed ullamcorper adipiscing sem, et iaculis mauris aliquam eget. Sed libero mauris, porta vitae semper ac, placerat nec massa

Date

Duis non turpis id orci lacinia dignissim.

Sed libero mauris

Date

Et iaculis mauris.

How is the Overview content from the syllabus dealt with?

The overview is a device which allows students to see the 'bigger picture' of the region and time period they are studying. History 8: The Ancient to the Modern World breaks the overview up into smaller sections through a detailed handling in each individual chapter which is again refreshed in section openers. Chapter 1 is also dedicated to the overview content.

Has the content been peer reviewed? Will the activities work in the classroom?

Yes. The content has been subjected to a national blind–blind peer review process that has ensured that the content is written for the right year level, the activities are engaging, exciting and diverse, that the content covers the requirements of the Australian Curriculum and that the sources are strong and relevant. The book is full-colour with activities that encourage students to explore historical concepts and connect with past cultures and societies. The activities will work for students and teachers alike.

OneStopDigital

OneStopDigital is the website via which you will find all the digital support material for *History 8: The Ancient to the Modern World*. Every digital object has specifically been chosen to engage students and make teaching History easy. OneStopDigital is easily accessible and includes resources that assist students to use an inquiry approach to explore historical concepts. OneStopDigital includes virtual site studies, interactive games, digital activities, animations, podcasts from Scientific American, Hands On Activities from BBC, videos to enhance learning, drag-and-drop activities, and interactive crosswords and much more.

Every link to OneStopDigital is denoted by the following symbol:

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Chapter 1

An overview of the Ancient to the Modern World

Marco Polo with a caravan (1375), from the *Catalan Atlas.* Marco Polo was one of many great medieval travellers and explorers. Other notable travellers of the era include Ibn Battuta, Giovanni di Plano Carpini, Odoric di Pordenone, Ibn Jubayr, Jacob d'Ancona, Erik Thorvaldsson (Eric the Red) and John Mandeville.

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What happened when the Ancient World collapsed?
2. What were the main features of medieval society?
3. What developments marked the transition to the Early Modern Period?

Introduction

Life well spent is long.

Leonardo da Vinci

THE MEDIEVAL WORLD was characterised by a vast network of powerful city-states, kingdoms and empires. It was an age of new discoveries, new foods and exotic goods as more and more people from different cultures met, traded goods, travelled to distant lands and exchanged religious, scientific and political ideas with one another. By the middle of the 15th century, this great melting pot of ideas had led to new understandings of the world. Historians have decided that these new understandings were so significant that they should symbolise an entirely different historical era: the Early Modern Period. During the 300 years of the Early Modern Period, the exploration and colonisation of the Americas resulted in a burst of global trade activity. Sea travel also expanded rapidly, particularly among Europeans, who sailed across the oceans taking their religion and culture to previously isolated areas of the world—often with terrible consequences for indigenous peoples.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

acquisition	purchase of an artefact for a museum
Afro–Eurasian	the African, European and Asian continents
Anglo-Saxons	the Saxon, Angle and Jute tribespeople from Germany and Scandinavia
artisan	a skilled craftsperson
Byzantine Empire	the eastern Roman Empire, centred around Constantinople
colosseum	a sporting arena, where crowds in Roman times would watch gladiators fight each other and wild animals to the death
coulter	a blade attached to a plough that makes vertical cuts in the soil
dyke	a barrier constructed to keep river water from flooding nearby land
enamel	a hard glassy compound fused to a metal surface for decoration
grave goods	items and possessions buried with the dead
hierarchy	a ranking system; the social structure of a community or society
Late Antiquity	the period between the late 4th century and 650 CE, before the Medieval Period began
merchant	someone who buys and sells goods for a profit
nomadic/nomads	people who do not live in one place for a long period of time
patriarch	a leader of the Orthodox Christian Church
peasant	a person low in social rank; usually a farmer
Silk Road	an ancient network of trade routes that operated for more than 3000 years, linking Asia with the eastern Mediterranean
tribal religions	religions centred on spirits and gods of the natural world, native to one particular area
Witan	a meeting/group of a council of nobles

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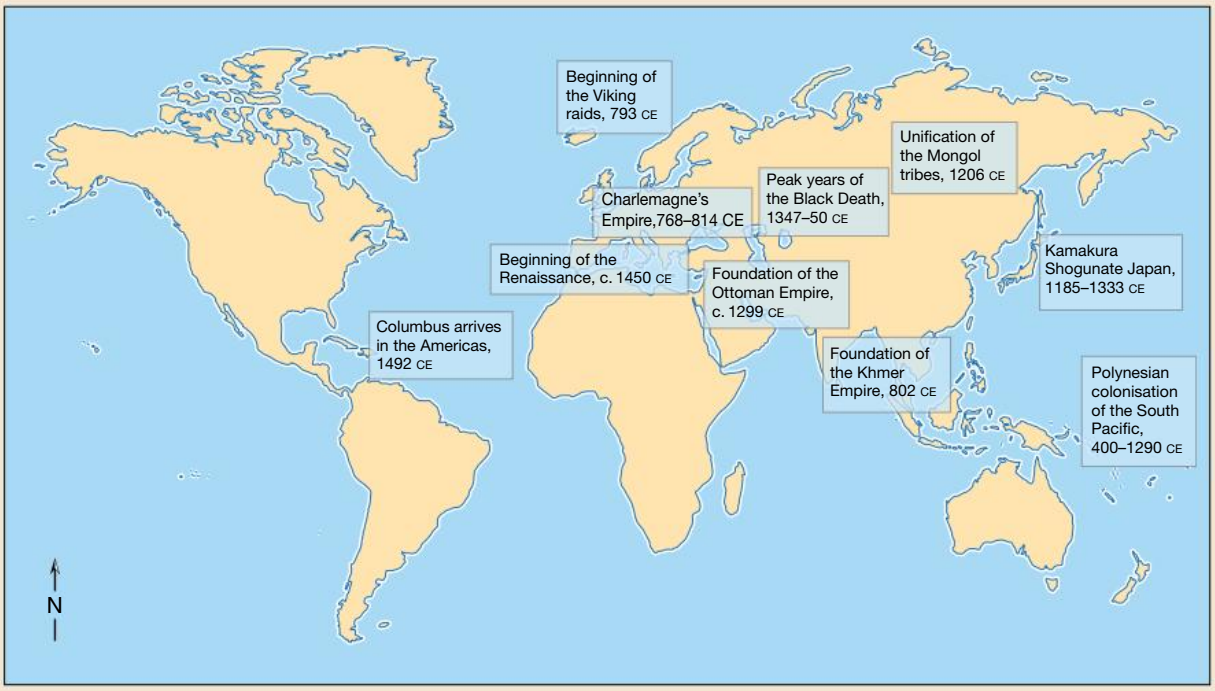
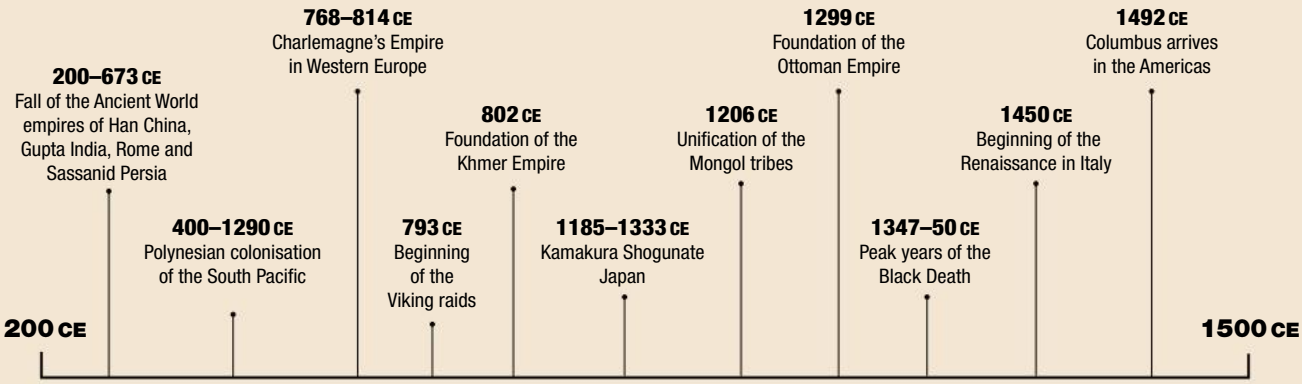
Key dates and locations for the medieval period



Timeline of key dates



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Think, puzzle, explore

1. Divide into three groups.
2. Allocate each group a theme: i Ancient history; ii Medieval history; iii Modern history.
3. In one minute, each group must think of as many words associated with their theme as they can.
4. Groups should share their results with the class.

Last year you learned about the ancient world and the roots of ancient Asian and Mediterranean civilisations. This year, you will find out what happened after the decline of the ancient world and the emergence of the Medieval and Early Modern periods. You will be exploring the ideas, art, architecture, culture and innovations of those amazing times.

Throughout this book you will embark on tours of historical periods and places, and meet historical people. 'Tour Guides' from a company called 'Revista Tours' will take you back through time to explore areas of the world as they existed in their current day. You will time travel by wearing imaginary glasses and take notes in your personal blog which can be found in your support material for *History 8: The Ancient to the Modern World*. The names of the guides are Elise, Ismet, Hitomi and Anton and they will guide you through the Western worlds, Islamic worlds and the Asian and Pacific worlds.

Welcome, traveller! We at Revista Tours are delighted that you have joined us for our latest tour: the Medieval World to the Early Modern World. We aim to make sure that you get the most out of your tour as we guide you through this intriguing period of history.

Our history tours are made possible through the use of our specially designed Revista Tour Glasses. The glasses allow you to see any location as it was at any time in the past that you choose. You can interact with people and objects of that time and they can interact with you. We'll take you to important historical sites across the world and, once there, you can pop on a pair of Revista Tour Glasses that have been set to the required time in the past and—behold! You will be able to see the location as it was at that time in history!

We provide expert tour guides with the necessary expertise and experience to help you along the way. Our tour guides will take care of all the technicalities and will escort you from one location to the next. All you have to do is enjoy yourself!

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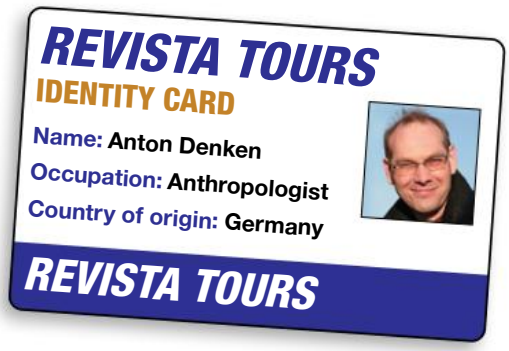
Throughout your tour you will also write your very own travel blog. A template can be found on OneStopDigital, which includes all of the digital material for *History 8: The Ancient to the Modern World*. Questions throughout the text will help you develop your personal blog to share with your friends. The relevant questions for your blog are denoted with the glasses in a circle symbol.

Are you ready to see past events as they actually happen? Well, your tour is about to begin! As we like to say at Revista Tours, the past is right before your eyes!



The fall of the Ancient World

Since the Roman Empire was among the largest and longest-lasting empires of the Ancient World, its culture and society affected many millions of people. It is worth looking at what happened after Rome fell. Let's begin our tour by taking a look at the Roman **Colosseum** as it is today (see source 1.1). You can see the recently excavated hypogeum. This was originally hidden under the arena floor—the edge of the arena floor has been reconstructed on the far side. The hypogeum was the area where the gladiators and the lions waited before being let into the arena.

SOURCE 1.1 The Roman Colosseum in modern times

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After you have had a look around, I'll adjust the date on your Tour Glasses. We are now standing in the Roman Colosseum in 690 CE (see source 1.2). You won't need to worry about lions, though. The Roman Empire has fallen and Rome is now under the control of the **Byzantine Empire**. Thanks to the work of archaeologists like me, we know quite a lot about what happened to this place after the last gladiatorial games were held here more than 100 years ago.

The arena floor has perished and the hypogeum has been filled in with soil—that's what we are standing on. Here and there you can see the top of the hypogeum structures poking up out of the ground. During this period, the arena included a cemetery, and a few vegetable gardens, and built into the amphitheatre behind us was a church, houses and workshops. People also took stone blocks from the Colosseum and used them to build churches and houses elsewhere.

SOURCE 1.2 The Roman Colosseum, 690 CE

Rome was not the only great empire to fall when ancient times came to an end. By 600 CE, all of the great empires of **Late Antiquity** had collapsed, or were in serious decline—with the exception of the eastern part of the Roman Empire, known as the Byzantine Empire.

Beyond the borders of the great empires were the lands of **nomadic** tribespeople. The tribespeople rode their horses from place to place, herding their sheep and cattle as they went.

Different bands of these tribespeople began to attack each of the great empires. China's Han Empire had split into three kingdoms by 200 CE and would split further by 325 CE; the Gupta Empire of India fell to the Huns in 550 CE; and the crumbling Persian Empire succumbed to the Umayyads in 673 CE.

Go to OneStopDigital to see a map of the **Afro–Eurasian** empires in 125 CE. Use the arrow to navigate to 625 CE.

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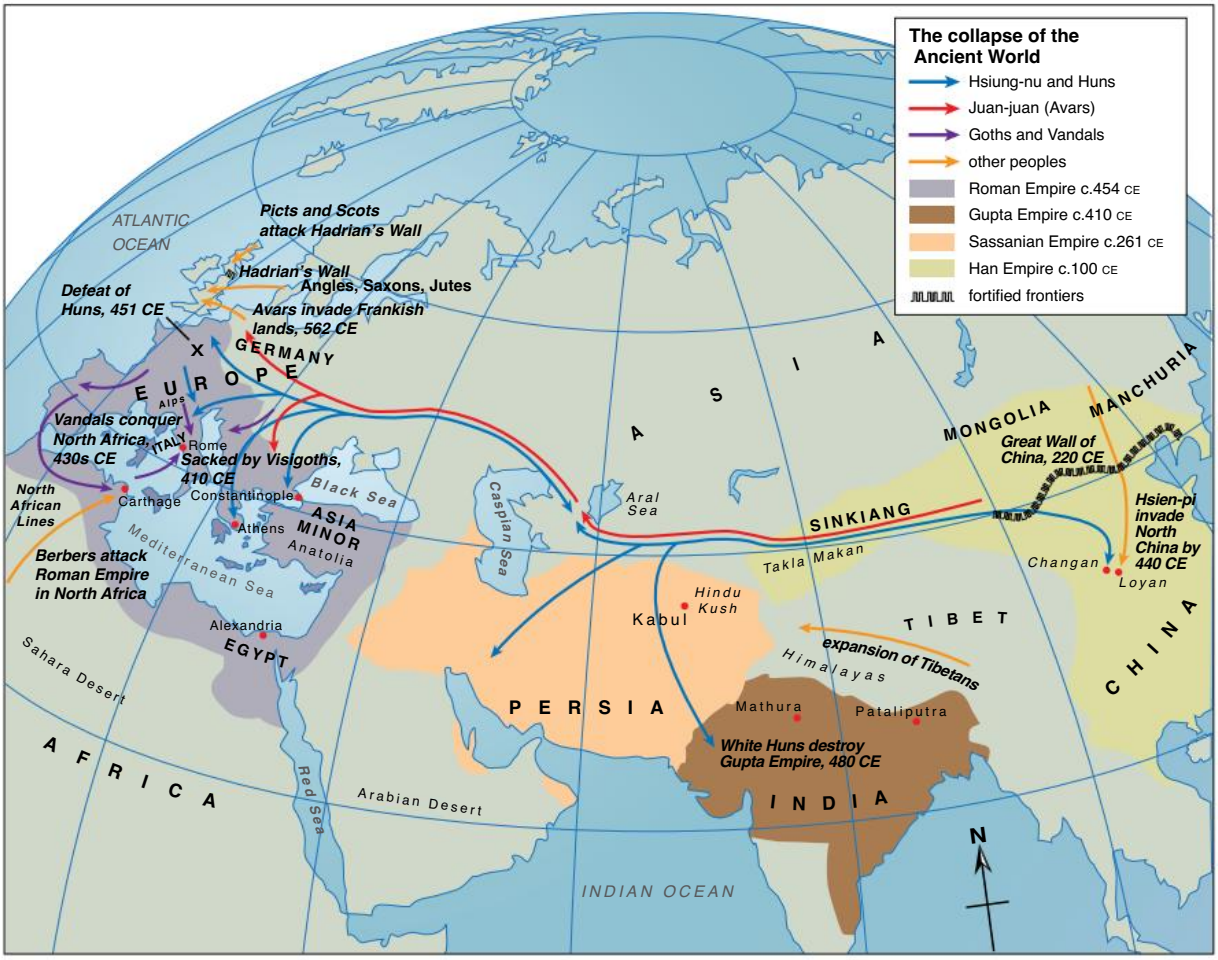

SOURCE 1.3 The fall of the Ancient World

Creating a timeline

It is very important that as students of History we understand the chronology or the timeline of events of the period we are studying. Developing a sequence of events can help us to make connections between the details that lead up to a particular point in history. This can be applied to a large event such as a war, or it can be used to chart something like the changing design of the motor car.

Timelines are a visual tool that helps us to see these connections. A timeline can be as detailed or as brief as required by the user.

Activity

1 Draw by hand or use a digital tool such as Dipity to create a timeline with at least five entries. It could be a timeline of something personal, such as your own life story, or your timeline could apply to one of the concepts in this book. Provide a visual image for each stage of your timeline.

ACTIVITY

Check your understanding

1 In which empire was the Colosseum located in 690 CE?

2 **a** What was the Colosseum originally used for?

b What was it used for in 690 CE?

Source questions

1 Look at source 1.3. Make a list of the different tribes attacking the four empires.

2 Make a timeline of events for the collapse of the Ancient World.

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Apply your knowledge

1 Record your trip to the Colosseum in your travel blog, noting what you see and hear, and explaining how you feel about seeing the Colosseum in 690 CE. If you like, you can take a stone block as a souvenir. (After all, everyone else in 690 CE did!) Include a picture of the stone block in your blog.

2 Is it right to take artefacts from ancient societies? Draw up a table with two columns, labelled 'For' and 'Against'. When you have considered this issue, you can decide either to return your stone souvenir to the site, or to keep it. Make a note of your decision and the reason for your decision in your blog. You might also have time for a class debate on the topic.

Use of and justification for the abbreviations BCE and CE

In this book the dating terms BCE (Before Common Era) and CE (Common Era) are used rather than the terminology determined by the 16th century Gregorian Calendar: BC (Before Christ) and AD (Anno Domini, or 'in the year of Our Lord'). Since *History 8: The Ancient to the Modern World* covers history from across the world, involving many different religions and cultures, it is necessary to use a dating system that is common to all, rather than one that applies to only one cultural or religious tradition. As it is, years with 'BCE' correspond exactly with 'BC' in the Gregorian Calendar, and years denoted 'CE' in this book correspond exactly with 'AD' in the Gregorian Calendar.

What happened when the Ancient World collapsed?

Britain after the Roman occupation

Britain was under Roman occupation from 43 CE to 410 CE. By the beginning of the 5th century, however, many areas of the Roman Empire, including Britain, were being attacked by nomadic warrior peoples. The Romans decided to leave Britain to defend other parts of the Empire, leaving the Britons to fight the invaders by themselves.

In desperation, British leaders hired warriors from Germany and Scandinavia to fight for them. These warriors were Saxon, Angle and Jute tribespeople, collectively known as the **Anglo-Saxons**. The Anglo-Saxons fought off the invaders, but then turned on the Britons and occupied much of eastern and southern England themselves. By 600 CE, the Anglo-Saxons had established seven major kingdoms in Britain. These kingdoms are sometimes known as the heptarchy (meaning 'seven kingdoms'). The seven Anglo-Saxon kingdoms were Northumbria, Mercia, Kent, East Anglia, Essex, Sussex and Wessex.

SOURCE 1.4 The Anglo-Saxon heptarchy

The Anglo-Saxon kings were not as powerful as kings would become over the next 1000 years. They were expected to fight and defend their kingdoms against invaders, and also to make laws to govern their subjects. They were also required to seek the advice of a council of nobles known as the **Witan** (meaning 'meeting of the wise') whenever they wanted to make war or raise taxes. The Witan even decided which of the kings' relatives would be the next king.

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Nevertheless, Anglo-Saxon kings were held in very high regard. We know this from archaeological evidence.

The Sutton Hoo burial

The Sutton Hoo burial site reveals the ship-burial of an Anglo-Saxon king who died sometime in the 7th century. Once archaeologists uncovered the buried ship, they found **grave goods** including a ceremonial helmet, a shield and sword, a lyre and a silver platter. Artefacts such as these prove the existence of a unique style of Anglo-Saxon art, which drew inspiration from Irish, British and Roman art. They also suggest that the end of the Roman Empire was not a descent into chaos—rather, new and complex societies arose to take its place.

We are now in Suffolk, England, in 1939 CE. We've come here to help us understand what happened in societies when the great empires collapsed. We are visiting the Sutton Hoo burial excavation, a site where archaeologists are making the most important archaeological discovery in England's history.

SOURCE 1.5 Iron and bronze helmet found at the Sutton Hoo site

Allow me to introduce Basil Brown, archaeologist of Sutton Hoo. Take note of his outfit: a suit, tie and cloth cap. Look, under his arm—he carries a bundle wrapped in cloth. And he looks nervous. I wonder why. Oh, he's about to speak to us!

I know I can count on your confidentiality. No-one must find out what we are doing here just yet, or the place will be swarming with sightseers. Look, here's what I found today.

Now he's unwrapped the bundle to reveal an exquisite object, inlaid with beautiful patterns. (See Apply your knowledge section, question 3 in the activity on the next page.)

SOURCE 1.6 Newspaper photo of archaeologists at the Sutton Hoo site (31/07/1939)

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Primary and secondary sources

A primary source is evidence or information about an event that is created during the time the event was happening. Letters, laws, newspapers and photographs are some examples of primary sources.

A secondary source is information about an event that is created after an event, by someone who did not experience nor witness the event. Scholarly books and reference books are examples of secondary sources.

ACTIVITY

Check your understanding

1 What was the Witan? How did it control the Anglo-Saxon kings?

2 What types of artefacts were found at Sutton Hoo?

Source question

1 Look at source 1.4. What kingdoms replaced the Romans in Britain?

Apply your knowledge

1 Historians once called the post-Roman era 'the Dark Ages', meaning that it was a period where art, literature and culture declined. What does the excavation at Sutton Hoo indicate about the post-Roman era? Explain your answer in a paragraph (100 words).

2 Read the last chapter/episode (episode 12) of *Beowulf*, 'Early History of the Danes'. What items are listed as grave goods for Shield's burial? How does this episode of Beowulf compare with the burial at Sutton Hoo?. What items are listed as being buried with Beowulf? How does this compare with the treasure hoard found at Sutton Hoo?

Go to OneStopDigital to read Chapter 12 of *Beowulf*.

3 Find pictures on the internet of the artefacts from Mound 1 at Sutton Hoo. Choose one, and imagine that this is the item Basil showed you. Then write a paragraph in your travel blog about your trip to the Sutton Hoo site in 1939. Include a picture of the artefact Basil showed you and one other artefact found at Sutton Hoo.

Go to OneStopDigital to find more information about the archaeological digs and artefacts found at Sutton Hoo.

The five Ws

Historians use many of the same skills as detectives. As students of History, you also need to apply your detective skills when analysing text sources. The best way to deduce information from text documents is to ask the following questions, known as the five Ws.

Who wrote it? Who was it written for?

- Do you know anything about the author?

What is it?

- Is it a primary or secondary source?
- What kind of text is it? A letter … shopping list … speech … history book?

Where was it created?

- Do you know the name of the town?
- Is the location important?
- Can you place it on a map?

When was it written?

- Does the source have a date on it?
- What else was happening at the time?
- What was happening before and after it was written?

Why was it created?

- Was it created for a special event … to make a political point … to share an idea … to commemorate a person … to narrate an event?

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The rise of the Medieval World (650–1450 CE)

After the collapse of the Ancient World, new empires arose. The main kingdoms and empires of the Medieval Period are set out below:

Scandinavian Kingdoms	c. 840–1066 CE
Frankish Empire	357–843 CE
Anglo-Saxon kingdoms	c. 580–959 CE
Ottoman Empire	1299–1922 CE
Khmer Empire	802–1432 CE
Japanese Shogunates	1185–1868 CE
Chinese Tang Dynasty	618–907 CE
Chinese Chin Dynasty	1126–1234 CE
Chinese Ming Dynasty	1368–1644 CE
Aztec Empire	1325–1521 CE
Inca Empire	1438–1533 CE
Mongol Empire	1206–1368 CE
Byzantine Empire	610–1453 CE

The Medieval Period was an age of tremendous conflict and violence. Indeed, the settlement and expansion of medieval kingdoms, empires and city-states was generally achieved by this violence. Weapons invented in ancient times—such as the crossbow, the long bow and the catapult—were developed further and put to devastating effect. The use of gunpowder also expanded in this era, having been invented by the Chinese and spread to Arabia, India and Europe by the 13th century. Many thousands of people were killed during invasions and conquests. Others were captured and sold into slavery, a trade that flourished during the Medieval Period.

Huge numbers of people fell victim to the many terrible plagues and diseases that were carried by traders, travellers and invaders. The Black Death of the mid-14th century killed millions of people in Europe, Asia and Africa. European medicine was primitive in medieval times, relying heavily on folk traditions. In contrast, Arab physicians were far more enlightened, having built on the knowledge of the Ancient Greeks and Persians. However, even the best physicians of the Medieval Era were usually unable to cure badly injured or feverish patients.

Prayer was sometimes the only hope for the sick. Religion was an important part of life in the Medieval Period and most people were very religious. They prayed that they would be safe from violence and cured of disease. They tried to live a life of holiness and religious devotion, so that their god(s) would bestow good fortune upon them.

Although royalty was not immune from violence and disease, most kings, emperors and sultans enjoyed a life of good fortune. Medieval rulers grew powerful as the period progressed, reigning over larger and larger territories. Towards the end of the Medieval Period, however, the authority of some monarchs was being questioned by nobles who demanded a say in government. The idea that people other than the monarch should have a say in the government of their land would become increasingly important by the Early Modern Period.

Political and other ideas—such as religious, cultural and scientific ideas—were spread around the Medieval World along the trade routes. New technologies and information were carried across Asia, Africa and Europe by travellers, missionaries, messengers and trade merchants. Merchants also brought food, fabric, precious stones, animals, slaves, building materials and exotic goods from faraway lands to sell at the markets. This exchange of goods and ideas enriched people's lives and introduced new standards of luxury for the wealthy.

Go to OneStopDigital to see maps showing the medieval empires and kingdoms, 632–1800 CE (spread of Islam, Mongol Empires and 1500–1800 CE).

Click on the map icon at the left of the page.

The map index is at the right of the page. Copy and label each of the maps, or print copies.

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This is the oldest museum in the world: the British Museum. The grandeur of the building is meant to reflect the incredible collection of artefacts held in the museum.

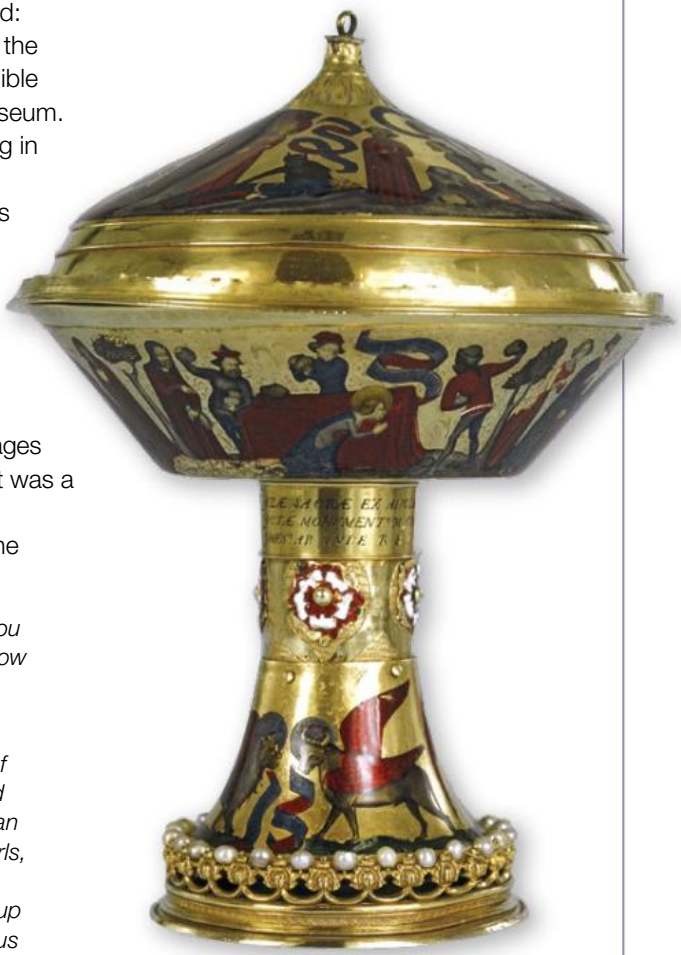
Now that you've seen the building in modern times, I'll program your Tour Glasses to 1892, when the curator of the museum's medieval collection, Augustus Wollaston Franks, made a fabulous **acquisition** for the museum. We've come to see this acquisition—and to meet the man himself.

Here we are in 1892. The museum looked a little different back then. You will notice the different styles of clothing worn by the visitors. People of all ages and social classes visited the museum in this time. It was a very popular attraction.

Now, allow me to introduce Augustus Franks, the curator of British and Medieval Antiquities.

Good afternoon. I am Augustus Franks. I'm so glad you are here. There's something very exciting I have to show you.

This is the Royal Gold Cup. The cup was made on the orders of the Duke of Berry for the royal family of France at the end of the 14th century. It is solid gold and has been handcrafted by goldsmiths. As you can see, it is about 23 cm tall and is decorated with pearls, sapphires and rubies. The ***enamel*** *pictures tell the story of the life of St Agnes. We don't know if the Cup was used as an ornament or if it was used in religious ceremonies. We are fortunate that it is in such good condition.*



SOURCE 1.7 The Royal Gold Cup

SOURCE 1.8 The British Museum

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ACTIVITY

Check your understanding

1 Make a horizontal bar graph showing the dates of the medieval empires and kingdoms.

2 Research the internet to learn about mind maps. What are their key features? Draw a mind map to describe the characteristics of the Medieval Era.

Source questions

Use source 1.7 to answer these questions.

1 From your reading of the text and your observation of source 1.7, write down everything you can see—colour, shape, size, decorations, materials, condition.

2 Who was the object made for? How was it made? What was it used for? How old is it?

3 Copy and complete the table below to explain what the object tells us about the Medieval Era.

Role of religion	
Prestige of kings	
Medieval craftsmanship	

How to write a fabulous topic sentence

Topic sentences are a very important aspect of writing in the History classroom. A topic sentence is the first sentence in a paragraph—its job is to tell the reader what the paragraph is about. A clear, well-written topic sentence can really help a reader understand your ideas and arguments. Topic sentences should not contain any specific detail. This comes later in the paragraph.

Activities

1 Explain why topic sentences are an important part of a paragraph.

2 In pairs or small groups, choose a paragraph from any page in chapter 1. Locate the topic sentences by underlining them in pencil or highlighting the text. Discuss whether you think they are effective topic sentences. If they aren't, write your own alternatives.

Apply your knowledge

1 Write a paragraph in your travel blog about your trip to the British Museum in 1892. Describe what you notice about the museum and express what you think about the artwork on the Royal Gold Cup.

2 People in the Middle Ages had many things to be worried about. Sometimes they wrote songs and poems about their worries. Write a poem or song detailing the many worries of life in the Medieval Period.

3 Research the history of gunpowder. Find out where it was invented, the regions of the world it spread to in the Medieval Period, and famous uses for gunpowder during that period.

Go to OneStopDigital to visit the British Museum website and browse the medieval collection. What else can you find out about the Royal Gold Cup?

Trade

Trade routes spread across **Afro–Eurasia**. The network of routes known as the **Silk Road** is perhaps the most famous of these. But silk was not the only product to be traded—spices, tea, salt, ivory, ceramics, slaves and precious gems were brought across the vast distances to and from the markets of Chang'an (now Xi'an), Baghdad, Cairo and Constantinople. In the Americas, cotton, cacao beans, vanilla, salt and a volcanic glass called obsidian were traded over land and sea routes between the Aztec and Mayan civilisations.

This expansion in trade was aided by the invention of more effective harnesses for horses, camels and oxen, enabling people to travel faster over longer distances and with more goods. Sea travel across the Mediterranean and China Seas, the Indian Ocean and all along the coasts also grew, as people made improvements to ship construction and navigation.

The effects of increased trade across the world were many: populations increased as new foods were introduced into different regions of the world; new empires arose due to the wealth individual societies could make from developing trade; different ideas, technologies and religious

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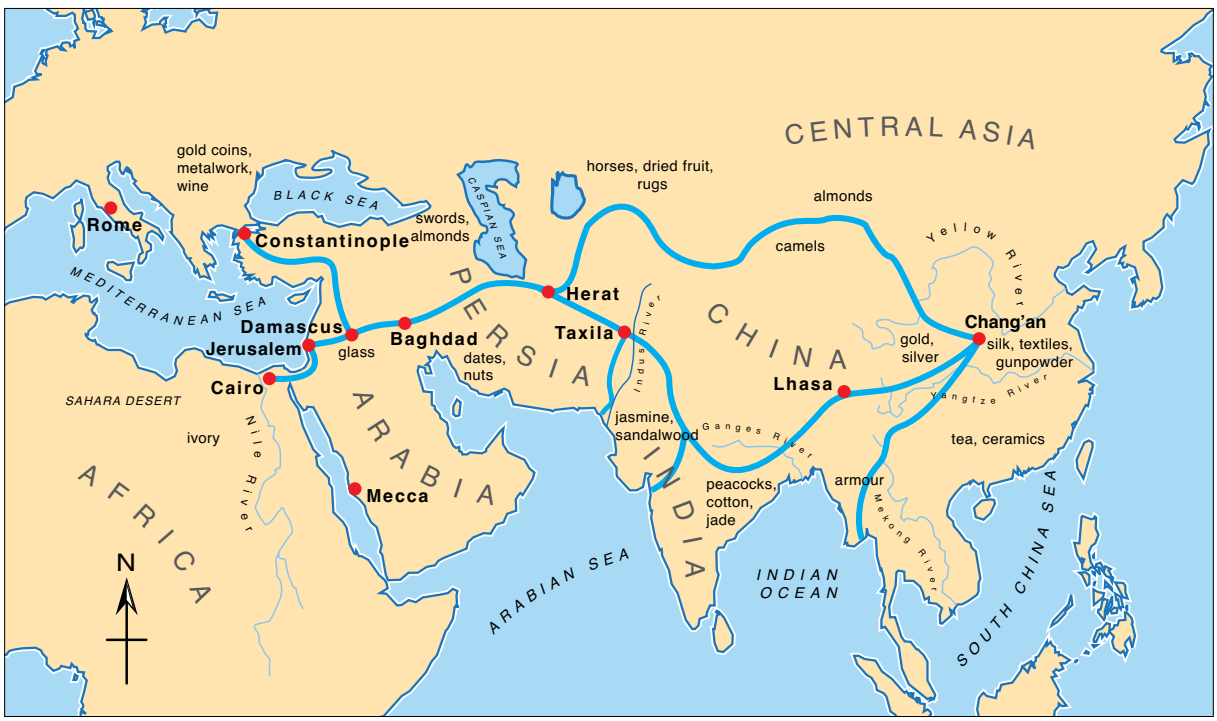
beliefs spread across the globe; and localised diseases became widespread pandemics. Towns, the centres of trade, grew prosperous and more crowded. By 1500 CE, there were more people living in towns and cities than ever before. The biggest cities included Beijing and Hangzhou in China, Constantinople (now Istanbul) in Turkey, Paris in France and Cairo in Egypt.

By the 1400s CE, use of the Silk Road had declined as Europeans began travelling to Asia by sea. They also started to explore new routes to Asia, believing that if they kept sailing west across the Atlantic they would eventually hit the Asian mainland. Instead, they found the Americas.

SOURCE 1.9 Medieval illustration depicting transportation of Chinese ceramics along the Silk Road



SOURCE 1.10 The Silk Road

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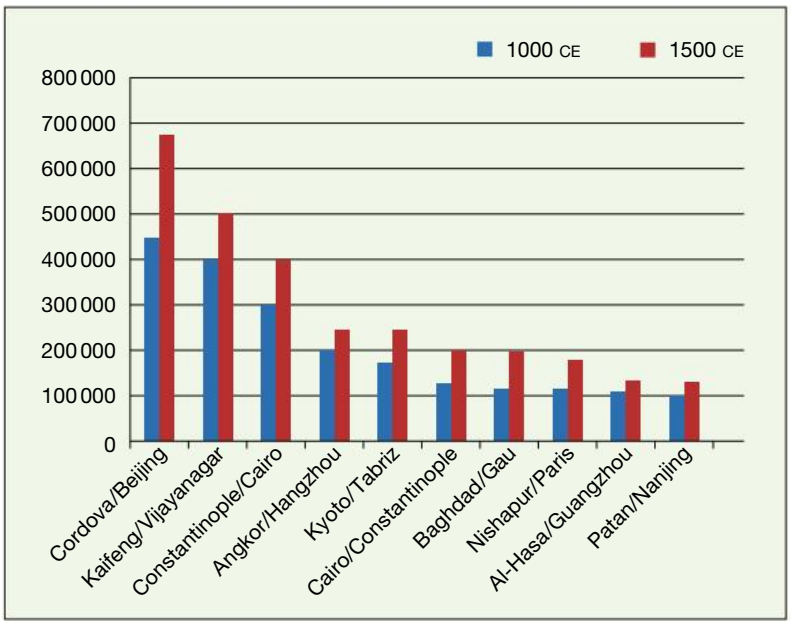


SOURCE 1.11 The world's 10 largest cities, 1000 CE and 1500 CE

Year	World population (millions)
500 BCE	100
200 BCE	150
0	300
1000 CE	310
1250 CE	400
1400 CE	364
1500 CE	500
1750 CE	790

United Nations (1999) *The World at Six Billion*. UN. p. 5; US Census Bureau (2010) *Historical Estimates of World Population*.

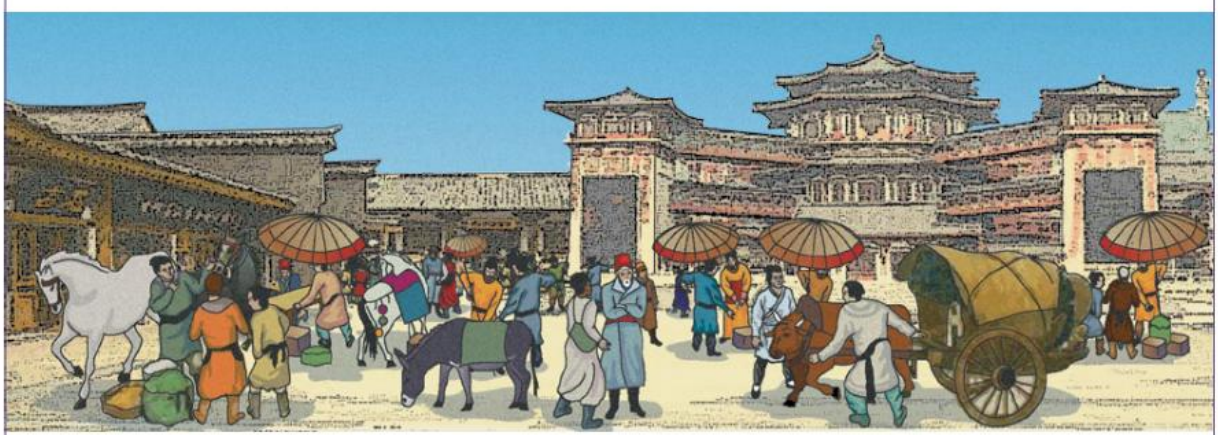
SOURCE 1.12 World population, 1000 BCE–1750 CE

Do you hear that? It's a loud drum, being struck over and over. Now look around you—we are in the centre of an enormous bustling market. You will notice all the small shops selling tea, silks, porcelain and many other goods.

This is the West Market of Chang'an, China, in 856 CE. This market is at the start of the great trade route known as the Silk Road. China was ruled by the Tang Dynasty and Chang'an (now Xian) was one of the largest cities in the world. This really is a fantastic market.

Here are some Tang Dynasty coins. Why don't you buy something?

SOURCE 1.13 A Tang Dynasty Kai Yuan Tong Bao coin



SOURCE 1.14 The West Market, Chang'an, 856 CE

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ACTIVITY

Check your understanding

1 Look at source 1.10. Draw a table to show all the different products that were traded along the Silk Road, and their places of origin.

2 What were the negative effects of increased trade?

3 What were the positive effects of increased trade?

4 Find the locations of the ten largest cities for 1000 CE (see source 1.12). Write them onto a blank world map.

Source questions

1 a Construct a graph using the data in source 1.12.

b By how much did the world's population increase between 1000 CE and 1750 CE? Express your answer as a number and as a percentage.

c Do you know why the world's population dropped between 1250 CE and 1400 CE?

2 a Look at source 1.11. According to this graph, what happened to the size of the world's largest cities between 1000 CE and 1500 CE?

b What happened to the populations of Cairo and Constantinople between 1000 CE and 1500 CE?

Apply your knowledge

1 What would you buy at the market? Chinese silks, porcelain or tea? Write a paragraph in your travel blog about your trip to the Chang'an market during the Tang Dynasty in 856 CE. Include a picture of the item you bought.

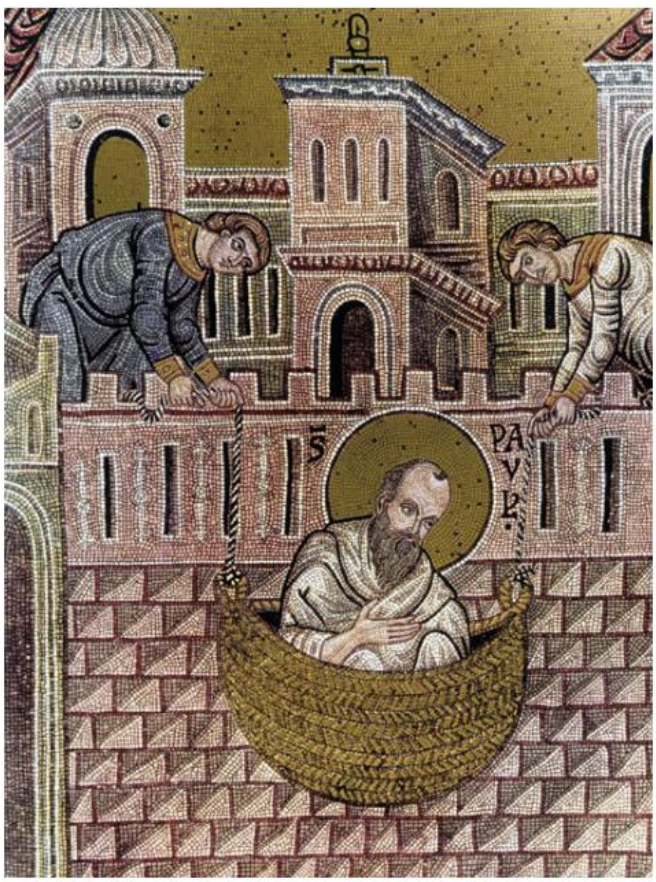
Spotlight

In ancient times, China was the only region in which people knew how to make silk. Chinese emperors forbade the export of silkworms and silk-making knowledge. In spite of this, silkworms and the knowledge of silk-making did spread to Korea, Vietnam, India, Persia and Japan. In the 6th century, two Christian monks smuggled silkworm eggs into the Byzantine Empire. China's monopoly on silk was broken.

Religion

The Medieval Period saw the growth and spread of the major religions of the world, especially Christianity, Islam and Buddhism. Trade, invasion and missionary activity helped spread these religions, especially in towns and cities. Meanwhile, in the countryside, the **tribal religions** practised by nomads and farmers began to decline.

People across the world were attracted to the 'universal truths' about moral behaviour that were contained in Christianity, Islam and Buddhism. They began to identify with people of the same faith, rather than with people who lived in the same area. They also began to undertake long journeys to holy sites. These journeys were known as pilgrimages, and the people who made the journeys were known as pilgrims. On the way to the holy sites, pilgrims would often meet people who shared their



SOURCE 1.15 This mosaic, found in Monreale Cathedral, Sicily, shows St Paul being lowered in a basket through an opening in the wall of Damascus to escape persecution. The section of the Damascus wall through which St Paul was lowered is considered a holy site for Christians.

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We are standing before the ancient walls of the great city of Damascus. In our time, Damascus is known as the oldest, continuously inhabited city in the world. As I adjust the date on your Tour Glasses to 1348 CE, you may notice that this part of the wall is practically the same.

SOURCE 1.16 The old city walls of Damascus

We can't go into the city, unfortunately—there is plague about at the moment! But here, let me introduce you to Ibn Battuta. He is a Muslim scholar from Morocco.

Greetings! It's a pleasure to meet you. I have been travelling for 23 years so far, and if what Elise here tells me is true, I will travel for another six! Apparently, in your time, I'm known as one of the greatest travellers ever! Alas, I cannot stay long—but here, read my account of the time in Damascus during the Black Death.

After the dawn prayer ... they all went out together on foot, holding Korans in their hands ... The procession was joined by the entire population of the town, men and women, small and large; the Jews came with their Book of the Law and the Christians with their Gospel ... The whole concourse, weeping and supplicating and seeking the favour of God through His Books and His Prophets, made their way to the Mosque of the Footprints [Al-Aqdam Mosque], and there they remained in supplication and invocation until near midday.

SOURCE 1.17 When Ibn Battuta returned home in 1354, the Sultan of Morocco asked him to write about his journey. He dictated the story of his travels from memory to a scribe in 1354–55 CE. The extract above is from this chronicle, called the *Risala*.

religion, but spoke a different language and were of a different ethnic background. Religion created a sense of identity and belonging with people from other parts of the world.

Buddhism

Buddhism began in India, based on the teachings of Siddhartha Gautama (the Buddha). Buddhism involves learning how to achieve spiritual enlightenment. Two main forms of Buddhism emerged: Theravada, practised mainly in Southeast Asia; and Mahayana, practised in East Asia. Zen Buddhism, which emphasises wisdom as a way to attain enlightenment, is a school of Mahayana Buddhism.

Christianity

Christianity was originally an offshoot of Judaism. Christians believe that Jesus Christ is God's Messiah, sent to prepare the world for the kingdom of God. Christianity's central teaching is to love God and to love and treat others as you would love and treat yourself. Christianity spread from the Middle East to India, Persia, China, Central Asia, Europe and Africa. In 1054 CE, European Christianity split into two factions: Orthodox and Catholic. Orthodox Christians were led by a **patriarch**, while Catholic Christians were led by the Pope in Rome.

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Islam

The arrival of Islam brought the most profound religious changes to the world during the Medieval Period. Islam was founded by the Prophet Mohammad in 622, and people who follow the faith of Islam are called Muslims. Mohammad's teachings and revelations were written down in the Muslim holy book, the Koran. Islam's core teaching is submission to the will of God. Islam split into two factions, Sunni and Shi'ite, in the early 660s. Most Muslims belong to the Sunni denomination. Sufism was a movement within Islam that was popular during the Medieval Period. Sufis aimed to draw closer to God through good deeds and a life of self-discipline.

SOURCE 1.18 The Umayyad mosque in Damascus, one of the largest and oldest mosques in the world, is considered a holy place in Islamic faith.

ACTIVITY

Check your understanding

1 Look up the words 'supplication' and 'invocation' in a dictionary and write down a definition for each.

2 How were Christianity, Buddhism and Islam spread across the world during the Medieval Period?

3 Make a table with the headings 'Religious tradition' and 'Main teaching'. Complete the table for Buddhism, Christianity and Islam.

Source questions

1 Reread source 1.17 on page 17, then complete the five Ws listed on page 10.

2 What does Ibn Battuta's account suggest about relations between Christians, Muslims and Jews in Damascus in the 14th century?

3 What do sources 1.15 and 1.18 indicate about the importance of Damascus to Christians and Muslims?

Apply your knowledge

1 Go to OneStopDigital for the BBC religion website. Type '650' in the year box (at the bottom left of the screen). Click on 'Buddhism', 'Christianity' and 'Islam' in turn to see the areas of the world that each religion had spread to at that time. Click on the names of the continents (listed along the bottom) and zoom in to see the names of the countries.

a Copy and complete the following table to show the areas each religion had spread to at 1000 CE, 1350 CE and 1700 CE.

	Buddhism	Christianity	Islam
650	India, Sri Lanka, coastal China, Java, Korea, Indochina	Western Europe, Southern Europe, North Africa, the Middle East	Arabia
1000			
1350			
1700			

b Damascus is located in the Middle East. Click on 'Christianity', 'Islam' and 'Judaism' and look at the spread of these religions from 1 CE to 1348 CE. Why were these three religions present in Damascus in 1348 CE?

2 Write a paragraph in your travel blog about your trip to the walls of Damascus in 1348 CE. Include details about what you saw and heard, whom you met and what was happening.

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Land use

Land use changed significantly in the Medieval Period. Cities took up larger areas of land than in earlier times. Improvements in agricultural technology meant that more land was being farmed as well. Efficient windmills, irrigation systems and better fertilisers enabled farmers to clear additional land and grow more crops.

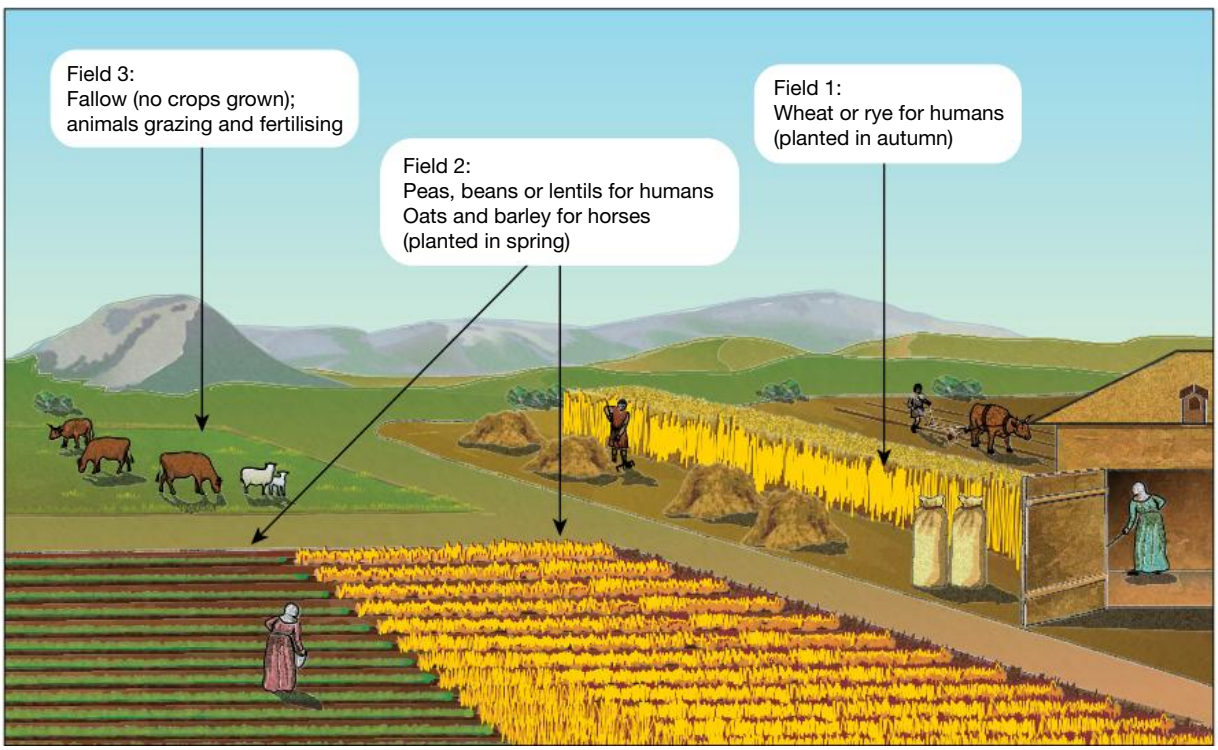
Trade led to the introduction of new crop species. Sorghum, a type of grain used for grain and animal feed, spread from India to China and the Mediterranean; citrus fruits, originating in Southeast Asia, became available in Europe; cane sugar was taken from India to the Middle East and Spain by the Arabs and to the Americas by the Portuguese. Vegetables such as spinach and broccoli travelled across the globe. Farmers across Afro–Eurasia found that many of the new crops from faraway regions grew well locally. With the invention of the horse collar harness, horses became more important as work animals on farms. Farmers began using a three-field crop rotation system, rather than a two-field system, so that extra food could be grown for their horses. All this meant that more people could be fed and the population could increase.

Wood shortages became a serious problem as growing populations put more pressure on wood supplies for fuel, housing, shipping and transport. Forest cover declined rapidly between the years 1000 CE and 1350 CE. Modern studies have shown that deforestation caused flooding in places like Hebei in China. The people living along the Yellow River cut down trees to build **dykes** to try and hold back the river, but this caused soil erosion and their crops failed.

	1	1000	1350	1400
Western Europe	50.7%	40.2%	18.6%	24.9%
Eastern Europe	88.6%	81.4%	60.5%	66.8%
Northern Europe	28.0%	12.6%	4.7%	7.0%

Kaplan, J.O. et al. (2009) The Prehistoric and Preindustrial Deforestation of Europe. *Quaternary Science Review,* 28, p. 3023.

SOURCE 1.19 Forest cover in Europe on arable land, 1 CE to 1400 CE



SOURCE 1.20 The three-field crop rotation scheme used by medieval people

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SOURCE 1.21 The Yellow River (Huang He) snakes its way across China

The 1048 flood in Hebei had serious social consequences: agricultural production declined, officials were unable to collect taxes from farmers and thousands of migrants left the flood-prone areas of Hebei to look for work in other regions.

Changes in the environment can be very important clues for historians who are trying to explain changes in population, food production and migration in the Medieval Period.

This is Hebei, China, in 1048 CE, during the Song Dynasty. A terrible flood has just passed through.

If you look around you will see much devastation. There is no sign of life for miles around—just mud, debris and murky water.

Oh, look, there by your feet! It's a fragment of broken Song Dynasty porcelain sticking out of the mud. I wonder what happened to its owner?

Go to OneStopDigital for examples of Song Dynasty ceramics to help you decide what your fragment of porcelain looks like.

SOURCE 1.22 Hebei, China, 1048 CE

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ACTIVITY

Check your understanding

1 How did trade change agricultural practices?

2 Draw a flow chart to explain the relationship between land-clearing, population growth, wood shortages and deforestation.

3 Why is studying land use helpful for historians?

Source question

1 Source 1.20 shows three fields under plantation. Using the crop rotation scheme, the crops for each field would be rotated so that every year a different field was rested (fallowed). Copy and complete the table below to show how the crops would be rotated between the fields for the next two years in the three-field crop rotation scheme.

Apply your knowledge

1 a Construct a graph with the data in source 1.19.

b Do you know why forest cover increased between 1350 and 1400 CE?

2 Describe how land use changed in the Medieval Period, backing up your answer with evidence from source 1.19.

3 Write a paragraph in your travel blog about your trip to Hebei in 1048 CE. How are the locals coping with the floods? Include a drawing or picture of the fragment of porcelain you saw.

	Field 1	Field 2	Field 3
Year 1	Wheat or rye for human consumption, planted in autumn	Peas, beans or lentils for human consumption; oats and barley for horses, planted in spring	Fallow (no crops grown, animals grazing and fertilising)
Year 2			
Year 3			

Medieval society

In the Medieval Period, most people in the world lived in an agricultural-based society. Villages, towns and cities were sustained by good agricultural harvests—a drought or crop failure could mean disaster for people in the towns as well as on the farms. While the vast majority of people were **peasants**, the Medieval Period saw a growing number of people moving from farms to live in towns and work as **merchants** and **artisans**.

Peasants' lives across the world had many points of similarity—peasants were generally the ones who bore the brunt of famine and war, which were both frequent occurrences during the Medieval Period. Otherwise, their experience depended on the region in which they lived. In rice-growing areas such as Southern China, Southern India and Southeast Asia, many peasants were needed to work the rice fields. These peasants tended to be very poor and landless, and worked the land of the nobles. In contrast, peasants in Northern China, Europe, Northern India and the Middle East were better off. These areas grew 'dry grain' such as wheat, maize and sorghum, which needed less labour to grow successfully. Peasants in these areas were able to be more independent compared with peasants in other areas.

In general, medieval society was structured according to a social **hierarchy**, with the rulers at the top and the slaves at the bottom.

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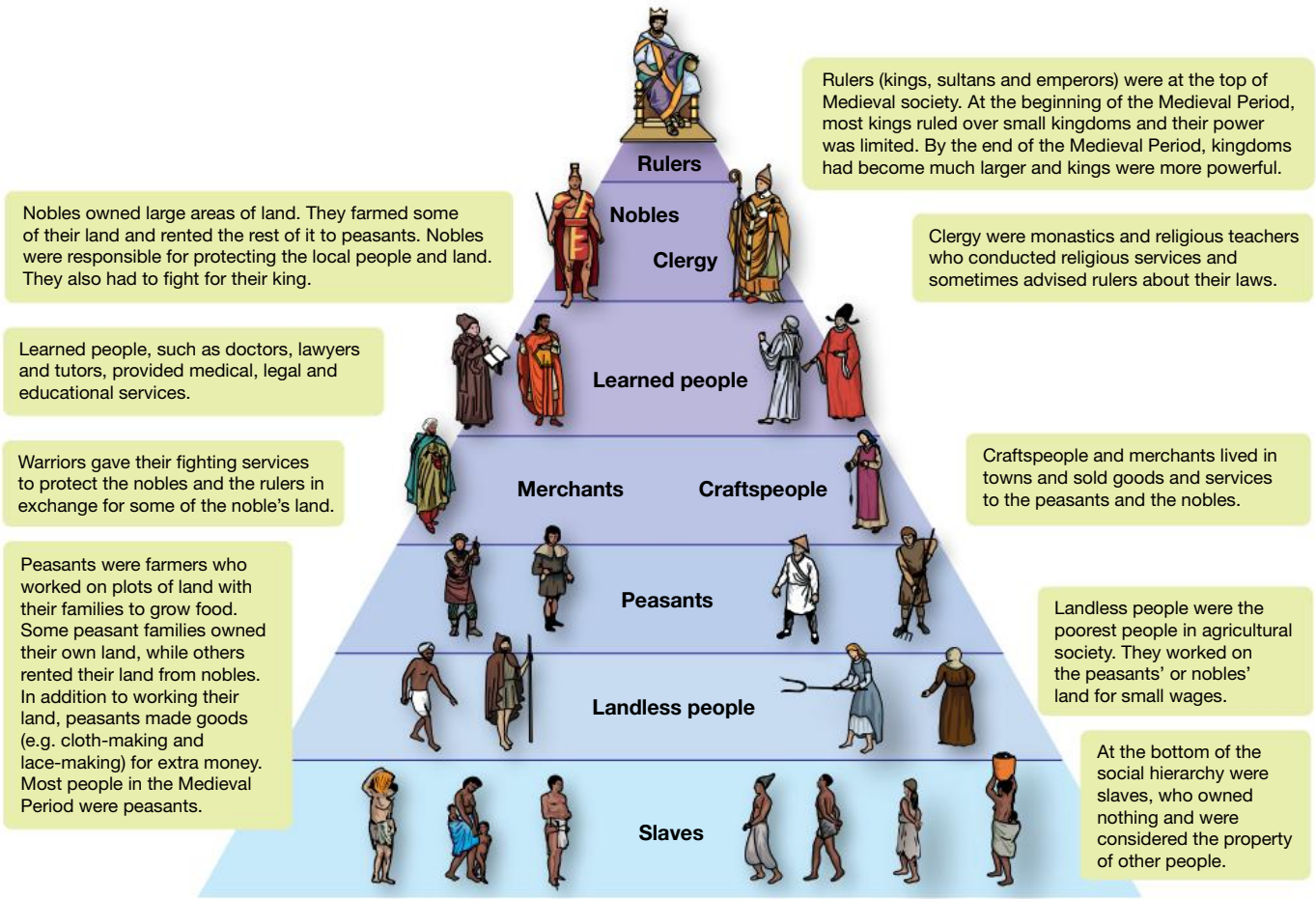
Can you smell that? It's the smell of dry, dusty earth and livestock, and it's pretty overwhelming! We are in a small village in the Chola Empire of Southern India, in 1250 CE. Nowadays the area is known as Tamil Nadu. There is a drought at the moment.

See, over there? There is a peasant farmer with a team of bullocks ploughing the earth. The peasant is singing as he works. We can just make out the words.

SOURCE 1.23 Peasant of the Chola Empire ploughing the earth, India, 1250 CE

In the skies we trusted, and we had our children.
When will the skies grow heavy with rain, when will our drought be quenched?
In the earth we trusted, and we had our children.
When will the earth flourish with crops, when will our children be fed?



SOURCE 1.24 Medieval society

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How to analyse an image

Images are important historical documents that can tell us a lot about the past. Learning how to analyse images is a skill that historians use so they can understand more about the events, culture and societies of the past. In order to analyse images, historians ask questions such as, 'Who created the image?', 'When was it created?' and 'Why was it created?'

As part of analysing images, historians also ask, 'What does the image *not* tell us?' Perhaps the image might not be complete, or perhaps there might be other information about the image that is not immediately obvious. Historians analyse what the absence of evidence tells us about the image and the period of history from which it comes.

By analysing images, historians offer their interpretation of the past. Bringing together all of their analysis and research on the image creates evidence that supports their interpretation.

There are several aspects to examining an image.

1 Examine the image itself:
- What is happening in this image? Describe what you see.
- Where is the image set and what type of setting is it?
- What type of image is it, and what tools were used to create it?
- What does the image tell us about the past?
- If someone created this image today, would it be the same? If not, what would be different about it?

2 Examine the content:
- What story does the image tell? Does it tell one story or multiple stories?
- What kinds of people … animals … objects are shown?
- What might be missing from this image?

3 Examine the context:
- Who created the image? (Do we always know?)
- When was it created?
- Why do you think the image was created?
- Who do you think was the audience for the image?
- How does it relate to the period of history in which it was created?

4 Analyse source 1.25 using the How to analyse an image criteria above.

SOURCE 1.25 Peasants reaping the harvest, image from a 14th-century English manuscript

ACTIVITY

Check your understanding

1 What is the Chola Empire peasant's song about?

2 Why did towns and cities suffer if there was a poor harvest?

3 Why was the life of a peasant in rice-growing regions more difficult than that of a peasant from 'dry grain'-growing regions?

Source questions

1 Look at source 1.24. What was the role of:
- a craftspeople and merchants in medieval society?
- b rulers in medieval society?

2 What is the relationship between peasants and nobles, according to source 1.24?

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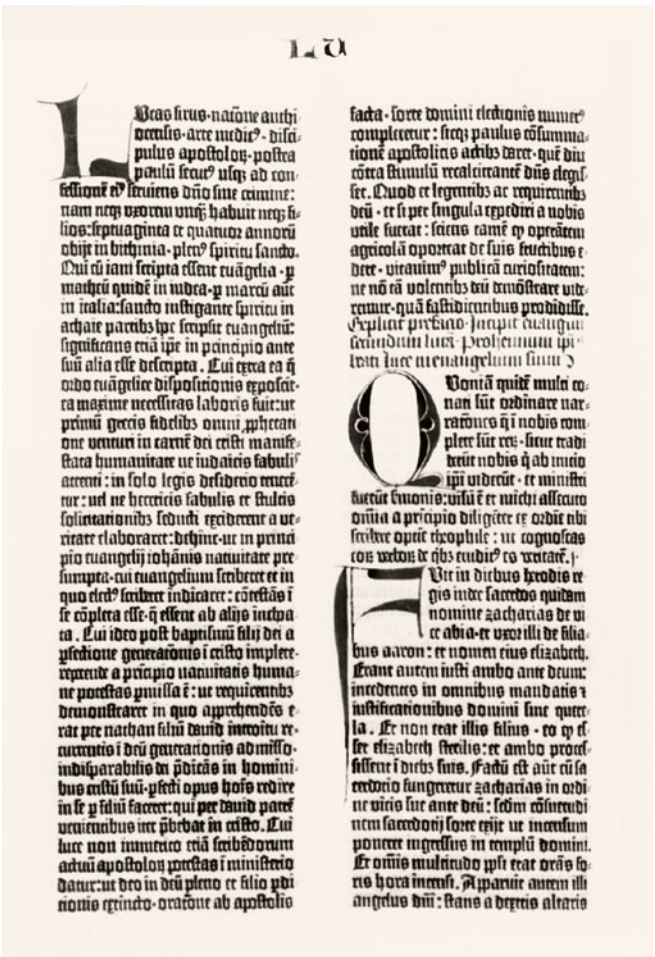
Master: What sayest thou ploughman? How do you do your work?

Ploughman: O my lord, I work very hard: I go out at dawn, driving the cattle to the field, and I yoke them to the plough. Nor is the weather so bad in winter that I dare to stay at home, for fear of my lord: but when the oxen are yoked, and the ploughshare and **coulter** attached to the plough, I must plough one whole field a day, or more ...

SOURCE 1.26 'Dialogue Between Master and Disciple on Labourers' c. 1000 CE. This dialogue was probably meant to instruct monks about the role of landless peasant labourers in medieval society.

Apply your knowledge

1. How would you describe the lives of medieval peasants? Refer to the Chola Empire peasant's song and the sources in your answer.
2. Write a paragraph in your travel blog about your trip to the Chola Empire in 1250 CE. You offer to help the peasants plough the earth. Write about the experience.
3. Complete the five Ws for source 1.26.



SOURCE 1.27 The beginning of the gospel of Luke in the *Gutenberg Bible*

The emergence of the Early Modern Period

In 1436, German Johannes Gutenberg invented a mechanised printing press with moveable metal letters. He started to print Latin textbooks and leaflets about political and religious ideas. In 1455 CE, Gutenberg produced his most famous book—the *Gutenberg Bible*. Gutenberg was able to sell the Bibles for 30 florins—rather expensive for the times, but still much cheaper than a hand-copied Bible, which was the only other type of Bible available in those days. At first, only wealthy people could afford to buy the *Gutenberg Bible*, but eventually a printed Bible would be within the means of almost everyone.

Gutenberg's printing press was probably the most significant invention of the Medieval Age. It ushered in a new age—the Early Modern Period (c. 1450–1750 CE). The Early Modern Period

SOURCE 1.28 Illustration of Johannes Gutenberg's workshop, 1456 CE

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is known for the emergence of new ideas about art, science and philosophy. All of these new ideas became widespread across Europe, thanks to the printing press.

We are standing in front of a tall Gothic building, painted white, with a tall spire and a staircase tower. Watch the building as I now adjust the date on your Tour Glasses to 1456 CE—you will notice that the building changes into a smaller, but still recognisable, sandstone structure.

This is the workshop of the printer Johannes Gutenberg. We are in Mainz, a town in the Holy Roman Empire (Germany).

We are now entering the workshop. There is Johannes Gutenberg. He looks excited to see us and is coming this way.

Thank you for visiting my shop. Here are three leaflets I have printed especially for Revista tourists. They are titled: The Renaissance, The Scientific Revolution *and* The Enlightenment.

The Renaissance

The Renaissance was a cultural movement in Europe, lasting from the 15th to the 17th centuries. The expansion of trade and the growth of universities inspired a new desire for freedom of thought and an interest in the art and thought of Ancient Greece and Rome. Artists began to develop perspective in painting, so that flat images looked as if they were three-dimensional; architects started to experiment with the forms of Ancient Greece and Rome in their building designs; and philosophers developed the idea of humanism, which encouraged people to believe that they were individuals with the potential to be creative.

The Scientific Revolution

The Scientific Revolution was a period that saw the emergence of modern scientific investigation, breaking away from the older scientific traditions established by Ancient Greek and Arab scholars. Scientists' ideas about astronomy, the human body and physics were changed dramatically. They now understood that the Earth revolved around the Sun rather than the other way around, that matter was composed of tiny atoms, that blood circulated from the arteries to the veins, that an object set in motion would not stop unless acted on by an external force, and that gravity was a constant.

The Enlightenment

The Enlightenment was another important philosophical movement in the Early Modern Period. In the Enlightenment thinking, reason and science (rather than tradition or religion) were seen as the main starting points for making decisions. The Enlightenment also introduced new ideas about freedom and human rights. These freedoms and rights were seen as inalienable, or absolute, and were to be available to all people.

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

SOURCE 1.29 Text from the American Declaration of Independence (1776)

ACTIVITY

Check your understanding

1. Why was the invention of the printing press so significant?
2. How did the Renaissance movement change art?
3. How did scientists change their approach to science in the Early Modern Period?
4. What new ideas were introduced by the Enlightenment?

Source question

1. Source 1.29 was a product of Enlightenment thinking. Which levels in the hierarchy of Medieval society (source 1.24) enjoyed the rights listed in source 1.29?

Apply your knowledge

1. In groups, draw a mind map for the Medieval Period, showing the links between trade, religion, the growth of cities and changing land use.

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2 Write a paragraph in your travel blog about your trip to Mainz in 1456 CE. Describe what you saw and heard. Write about what Johannes Gutenberg might think if he could travel to your classroom in Australia today! What would be different? What would be the same?

3 Go to OneStopDigital website and insert a Dipity timeline into your blog for all stops on this tour.

How to write a brilliant essay

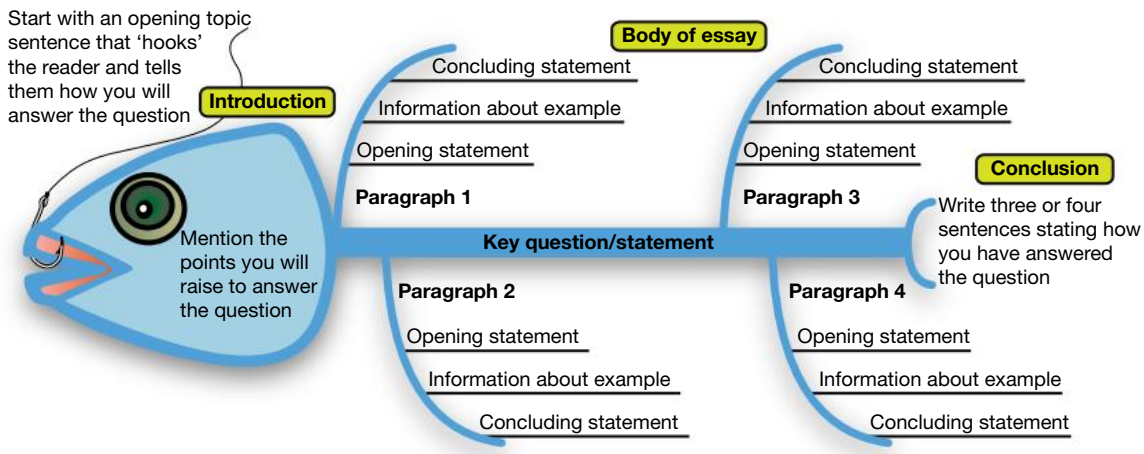
1 Underline the key words in the essay question.

2 Allocate a paragraph to address each key word of the question.

3 Make a mind map of all your ideas.

4 Make a list of sources you can use as evidence to support your ideas.

5 Using the fishbone diagram shown, think about how you will put the information together in an essay. Start at the head of the fish and work your way down the tail.



Activity

Consider this essay question: 'The Medieval Period was a time of backwardness and superstition, with no advances in science and technology. Discuss.'

1 Underline the key words in the statement: *The Medieval Period* was a time of *backwardness and superstition*, with no advances in *science and technology*. *Discuss*.

2 The word 'discuss' means to argue a point of view. Your research will help you decide whether you agree or disagree with the statement. In other words, your essay will argue 'Yes, the Medieval Period was a time of backwardness and superstition, with no advances in science and technology' or 'No, the Medieval Period was not a time of backwardness and superstition, with no advances in science and technology'.

3 Do some research on science and technology in the Medieval Period. You may like to refer to these websites listed on OneStopDigital.

You may also find some useful information in this book.

4 Make some brief notes about medieval science and technology. Find at least three examples to support your information.

5 What have you discovered? Was the Medieval Period a time of backwardness and superstition? Or were there significant advances in science and technology at this time?

6 To write your essay, start with a topic sentence that addresses the question and hooks your reader in. For example, if you agree with the >>

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statement, you could try: 'Given the lack of improvements in science and technology, the Medieval Period was indeed a time of backwardness and superstition'. If you disagree with the statement, you could try: 'Far from being a time of backwardness and superstition, the Medieval Period saw great advances in science and technology'.

7 Write a paragraph for each of your examples. In each paragraph, explain how your example provides evidence that agrees or disagrees with the statement. Each paragraph should include:
- an opening statement that contains the main idea of your paragraph
- two or three sentences containing information about your example
- a concluding sentence explaining why this example proves your agreement or disagreement with the statement.

8 Write a conclusion of three or four sentences listing how each of your examples show that you have answered the original question.

How to compile a bibliography

A bibliography is a very important tool and something that is good to include when we produce a piece of research. Creating a bibliography is helpful for us to keep track of sources we have used when we research a particular topic. It also lets others know where we have found our information should they want further information on what we have written about. Bibliographies also recognise the people that have created the information in the first place.

Depending on what type of source we are using, there are different ways to acknowledge a source in a bibliography.

For each printed source you will need to collect the following information:
- Name of the author
- Name of the book or title of the article (if it is a magazine or newspaper)
- The year it was published
- The place it was published
- The name of the publishing company
- The volume number, if it is a magazine or journal
- The page numbers from which you have used information

If the source is a website you will need to collect the following information:
- Author or editor's name (if available; if not, list the author as 'Unknown')
- Title of the page (if available)
- The company or organisation that posted the web page
- The web address for the page (called a URL)
- The last date you looked at the page

Once you have gained this information you will need to put it into the following format.

Example for a book:	
Author's last name, first name. *Book title (in italics).* Additional information. City of publication: Publishing company, publication year: page number(s).	Smith, John. *The History of the Aztecs.* Sydney: Macmillan Publishers Australia, 2011: 14–15.
Example for a website	
Author's last name, first name (if available). 'Title of work within a project or database.' Title of site, project, or database. Editor (if available). Date of publication. Date of access and <full URL>.	Smith, John. 'Moctezuma.' The Aztec Centre. Ed. Jane Smith. 2009. 4 September 2011 <http://etext.lib.aust.edu/moctezuma/AC.html>.

Activities

1 Choose one book and one website and format their bibliographical details just like the examples above.

2 Complete a bibliography for one activity that required research from books and the internet.

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History challenges

Write an essay

Choose one of the topics below, and write a 350-word essay. Use the History Skills in this chapter to help you.

1. What were the causes and effects of contact between medieval societies? (Think carefully about the key words 'cause', 'effect' and 'contact'.)
2. How did environmental destruction affect people in the Medieval Period? (Think carefully about the key words and phrases 'how', 'environmental destruction' and 'affect people'.)

Make a film

With the help of your classmates, make a film of one of your Revista Tour experiences. You can act it out, narrate a slide show or make a stop-motion film with toy figurines—the choice is yours!

Before you begin this activity, decide on a role for each person in your group. You will need a researcher, a script-writer, a director, a photographer, a props manager, a set designer and actors. When you write the script for your film, think about the stage directions for each actor, and consider what you will use as a backdrop, what props you will need and what costumes you might wear.

Conduct an interview

Imagine that you are a television interviewer and you have been asked to interview someone who has just completed the Medieval World tour in this chapter. Write a list of suitable questions and interview one of your tour classmates. You might like to ask them about what they saw and heard, how they felt about what they saw, whether they would recommend the tour, their favourite travel experience and who they met.

Design a poster

Create your own tour advertisement for Revista Tours. Consider which aspect of the tour you will emphasise in your poster—will you advertise it as a time-travelling extravaganza? As an educational experience? Be sure to use bright colours, large lettering and eye-catching images.

Propose a new stop for Revista Tours

Propose a new tour stop for Revista Tours.

1. Choose from:
   - Medieval Baghdad (between 1000 CE and 1258 CE)
   - Medieval Stirling, Scotland (between 1296 CE and 1328 CE)
   - the medieval Kingdom of Srivijaya (between 990 CE and 1292 CE).
2. You will need to explain:
   - where your tour stop is located (draw a map)
   - what is significant about this tour stop (for example, trade, warfare and weaponry, religion, education, an important event, etc.)
   - what a visit to this place can tell us about life in the Medieval Period.
3. Present your proposal as a written report (300 words) or a PowerPoint presentation with appropriate images (10 slides). Remember to be persuasive and to support your arguments with evidence. Add to your blog.

Write a dialogue with a figure from history

1. Think about who else you would like to meet on a Revista Tour of the Medieval World. Choose one of the following people.
   - Hildegard of Bingen (1098–1179 CE)
   - Li Qingzhao (1084–1155 CE)
   - Sorghaghtani Beki (1198–1252 CE)
2. Write a brief dialogue (200 words) between the Revista Tour guide Elise and the historical figure you have chosen and add to your blog. Your dialogue should contain the following information. You will need to conduct research in order to write appropriate dialogue that addresses this information.
   - Where and when the person was born
   - The significant achievements of their life
   - What this person can tell us about life in the Medieval Period.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Section 1

The Western and Islamic Worlds

An artist's impression of the city of Constantinople, c. 1000 CE

KEY TERMS

hippodrome	an open-air stadium for horse and chariot racing
Latins	Catholic Christians; Latin was the language of the Catholic Church in medieval times
monastic	a monk or nun in the Orthodox Church
pagans	in this case, non-Christians
remission of sins	forgiveness for wrongdoing, allowing entrance into heaven after death

Elise the historian will be your tour guide throughout this overview tour of the Western and Islamic Worlds. She will talk to you about the importance of the city called Constantinople.

Constantinople: the Great City

We have arrived in the city of Istanbul, Turkey, on today's date. You will see that it is very busy and there are lots of vehicles zooming around.

I'm now changing the date on your Revista Tour Glasses. As the glasses finish loading, you will note that the sounds of the city fade away and a strong, pungent smell assaults your nostrils.

Now, welcome to Constantinople in the year 1097 CE! Constantinople was the name of this city from its foundation in 330 CE by the Roman Emperor Constantine I, until 1930 CE, when it was officially renamed Istanbul.

In 1097 CE, Constantinople was the capital of the Byzantine Empire, the eastern part of the old Roman Empire. The strong smell is due to the fact that everyone here likes to enhance the flavour of their food with fish sauce and garlic.

The Byzantine Empire was part of the Roman Empire, but it adopted a more Greek culture and Greek rather than Latin was spoken.

Have a look around. You will see that the city is surrounded by massive stone walls. Over there is a large church with a domed roof known as the Hagia Sophia. Up on the hill stands the Blachernae Palace. There is also a golden gate, a magnificent **hippodrome** and a harbour filled with ships. Listen to the people chattering and arguing at the markets!

As you can see, this is a fabulously wealthy city. It lies at the heart of the trade route between Europe, the Middle East and Asia. For this reason, many have tried to attack and capture the city but, so far, all have failed to break through Constantinople's walls.

Outside the city walls you can see that there are thousands of tents housing knights, their servants and peasant soldiers. Those people are the Crusaders. They have come all the way from Western Europe and are on their way to Jerusalem, to recapture the Holy Land from its Muslim rulers. Alas, this is an age of terrible conflict between Christianity and Islam.

SOURCE S1.1 The Hagia Sophia. The current building dates from 537 CE. Originally a Christian Cathedral, it became a mosque in 1453 CE and is now a museum.

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Rising conflict and the Crusades

In 1038 CE, the Muslim Seljuk Turks of Central Asia began expanding their territory west into the lands of the Christian Byzantine Empire. They defeated the Byzantine Empire at the Battle of Manzikert in 1071 CE. This battle marked the beginning of a period of rising conflict between Christians and Muslims.

The Byzantine Emperor, Alexius I, called on Pope Urban II in Rome for help to stop further Seljuk invasion. Since the recent split of 1048 CE, relations between Christians in the Byzantine Empire (Orthodox) and Christians in Western Europe (Catholic) had been tense. Nevertheless, neither side wanted to see further Muslim expansion.

Pope Urban's call for a Crusade

In 1095 CE, Pope Urban II called for the Catholic Christians of Europe to go on crusade. Thousands responded to his call. By 1099 CE, the Crusaders had reached Jerusalem. They captured the city and established a series of Christian kingdoms along the east coast of the Mediterranean.

> For your brethren who live in the east are in urgent need of your help ... the Turks and Arabs have attacked them ... They have killed and captured many, and have destroyed the churches and devastated the empire ... All who die ... in battle against the **pagans** shall have immediate **remission of sins** ... Let those who go not put off the journey, but rent their lands and collect money for their expenses; and as soon as winter is over and spring comes, let them eagerly set out on the way with God as their guide.

SOURCE S1.2 Pope Urban II's call to Crusade, from Fulcher of Chartres, *A History of the Expedition to Jerusalem,* 'vol. 1' c. 1108 CE (Written in Jerusalem.)

SOURCE S1.3 First Crusade, 1095. Pope Urban II at the Council of Clermont, summoning the whole of Christendom to arms on 27 November 1095. Page from the illuminated French manuscript 'Les passages d'Outre-Mer,' 15th century.

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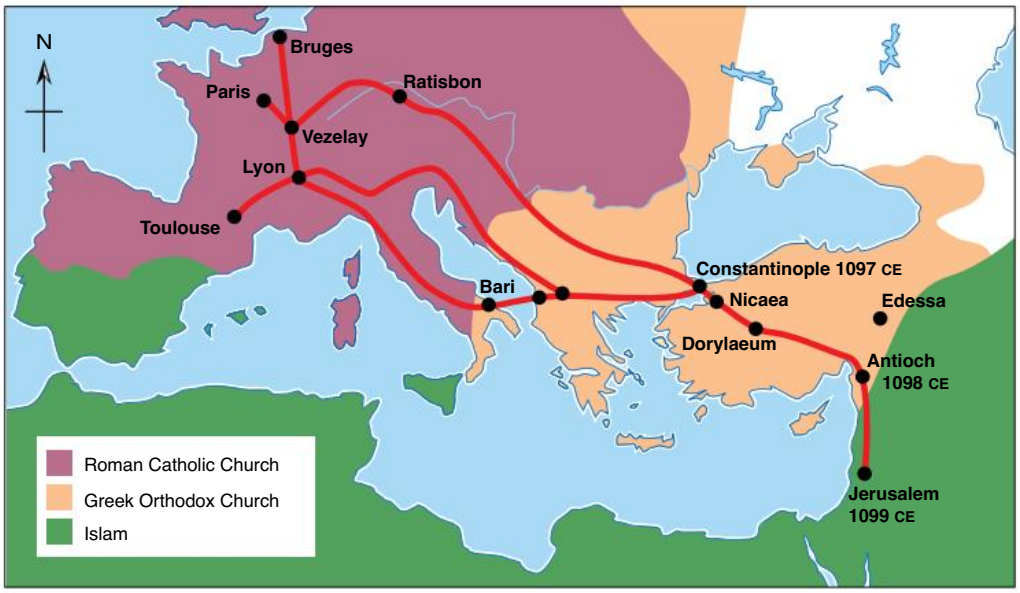

SOURCE S1.4 Route of the First Crusade from Western Europe to Jerusalem

Anna Comnena

What did the Byzantines think of the Crusades? To find out we need to travel forward 45 years. When your Tour Glasses adjust you will see that we are in the gatehouse of an Orthodox monastery in 1142 CE.

Here is a woman wearing the black habit of an Orthodox **monastic**. Her name is Anna Comnena and she was once the Princess of Byzantium. The Greek version of her surname is 'Komnene', so you may come across this when you do further research about her. Anna Comnena is Byzantium's best historian. She can tell us something of the Byzantine perspective on the Crusades.

> My father was Emperor Alexius I. He had called on the **Latins** to help us against the Turks. My father gave them safe passage through Constantinople, but they repaid us with treachery and greed. Look, I have written all about it in my history, the *Alexiad*.

Visit OneStopDigital to learn more about Anna Comnena.

> [The] Latins ... who had long cherished a desire for the Byzantine Empire, and wished to win it for themselves ... caused this great upheaval and were selling their own estates under the pretence that they were marching against the Turks to free the Holy Land.

SOURCE S1.5 Adapted extract from *The Alexiad*

Check your understanding

1. Why was there tension between Muslims and Christians by the 11th century?
2. What were the two groups within Christianity in Europe? Where was each located?
3. Why were there thousands of tents pitched outside Constantinople in 1097 CE?
4. Write three facts about Anna Comnena.

Source questions

1. Complete the five Ws for source S1.2.
2. Read source S1.2. What does Pope Urban tell the Crusaders to do in preparation for the Crusade?
3. Read source S1.5.
   - a. Complete the five Ws listed in Historical Skills in chapter 1 on page 10.
   - b. Why does Anna Comnena believe the 'Latins' (Catholic Christians) have gone on Crusade?
   - c. Which branch of Christianity does Comnena belong to?
   - d. Why do you think she holds this view of the 'Latins'?

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4 Multiple-choice: What do the differences in sources S1.2 and S1.3 indicate? Discuss.

- **A** Both must be wrong.
- **B** The Crusaders were really interested in taking over the Byzantine Empire.
- **C** Anna Comnena is mistaken.
- **D** There are different perspectives on the reasons why people went on Crusade.

Apply your knowledge

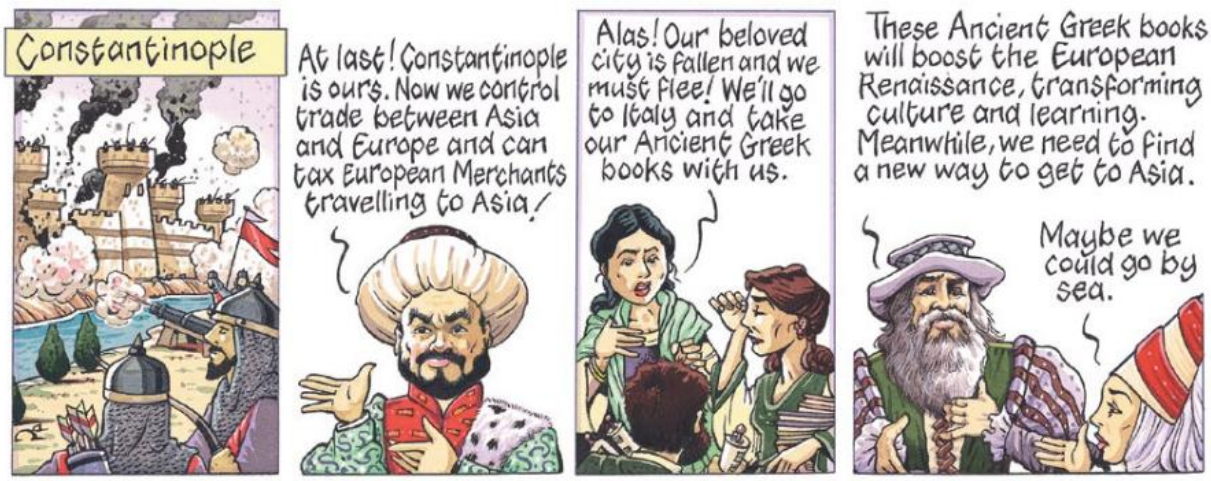
1 Write two paragraphs in your travel blog about your trip to Constantinople (in 1097 ce and 1142 ce). In each paragraph, describe what you saw and heard and who you met.

Let's stay in Constantinople, but travel forward to 1205 CE Here we are—oh dear! Look at the state of the place! The city is a mere shadow of its former glory. Everywhere there are signs of decay and damage. Monuments have been torn down, Byzantium's great library is now destroyed and the hippodrome has been wrecked. How terrible!

The decline and fall of Constantinople

After the First Crusade, Muslims launched a counterattack against the Christian kingdoms in the Holy Land. In response, Christians launched a series of further Crusades against Muslims in an effort to maintain control. There were nine crusades in all, from 1095 CE to 1291 CE. Eventually, all the Christian kingdoms fell. In the process, great damage was done to Constantinople. This damage was not done by Muslim forces, but by Christians on their way to the Holy Land.

SOURCE S1.6 *The Crusaders' Entry into Constantinople, 12 April 1204*, by Eugene Delacroix, 1840 CE



SOURCE S1.7 Long-term effects of the fall of Constantinople

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In 1204 CE, Constantinople was invaded and sacked by the knights of the Fourth Crusade (1202–1204 CE). The city became the capital of the Latin Kingdom, and remained so until 1261 CE. The Latin knights damaged much of the city and took some of its more splendid monuments back to Western Europe.

The Latin Kingdom fell in 1261 CE, and the Byzantines regained control of their city—but by that time the Byzantine Empire was very weak.

In 1453 CE, Constantinople was finally captured by the Ottoman Empire and became an Islamic city. In modern times, the fall of Constantinople is known as one of the great defining moments in history—it had far-reaching consequences for the history of the world.

ACTIVITY

Check your understanding

1 What was the impact of the Fourth Crusade on Constantinople?

2 What is significant about the year 1453 CE with regard to Constantinople?

3 Construct a timeline of Constantinople's history. Include the following dates: 330 CE, 1097 CE, 1138 CE, 1204 CE, 1204–1261 CE, 1453 CE.

Source questions

1 Look at source S1.6. How does the artist portray the actions of the Crusaders in 1204 CE? Give reasons for your answer.

2 Look at source S1.7.

- **a** How does the fall of Constantinople affect
  - **i** the Ottomans?
  - **ii** the Byzantines?
- **b** List two effects on trade between Europe and Asia after the fall of Constantinople in 1453 CE.
- **c** Name one cultural impact resulting from the fall of Constantinople.

Apply your knowledge

1 Write a paragraph in your travel blog about your visit to Constantinople in 1205 CE. What had changed about the city since your previous visits? How do you think Anna Comnena would feel if she could see the city in 1205 CE?

Visit OneStopDigital to see a film about the fall of Constantinople in 1453: *[Watch only up to 5 min 17 sec.]*

You will now embark on one of Revista's in-depth tours about the Western and Islamic Worlds: 'The Vikings', 'Medieval Europe', 'The Ottoman Empire' or 'Renaissance Italy'.

ISBN 978 1 4202 2978 3

Chapter 2

The Vikings (c. 790 – c. 1066 CE)

A dragon ship aflame, part of a Viking commemoration held every year in Lerwick, Shetland Islands, Scotland

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. Who were the Vikings and how did they live?
2. What technologies were developed by the Vikings?
3. What was the role of religion in Viking society?
2. What trade links did the Vikings develop?
5. What was the impact of the Vikings on their conquered peoples?
6. What can we learn about the Vikings by looking at the life of a significant individual?

Introduction

Sometimes red and dramatically visible, at other times grey and hard to spot, the long slow process of religious and cultural change runs like a thread through the Viking Age.

Robert Ferguson, *The Vikings: A History*, 2009

IN THIS CHAPTER we will be exploring archaeological, written and artistic evidence about the Vikings to learn about their society. Much of the written evidence we have about the Vikings was written by other peoples, including Arabic travellers, Christian monks and Byzantine historians. We must think about it critically and not take it at face value.

The Vikings' own histories, known as sagas, tell of great deeds, adventures and heroic bravery, but these were not actually written down by the Vikings. Instead, they were recorded by Christian monks in the 12th and 13th centuries, long after the end of the Viking Age. Nevertheless, these sources present a lively and interesting picture, and give us at least some indication of what it was like to live in the Viking Age. Archaeological digs at Viking sites are another valuable source, presenting us with new information every day.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

amulet	a charm worn to ward off evil
caulked	made watertight
causeway	an elevated road over a body of water or a piece of land; some causeways are revealed only at low tide
dinars, dirhems	Arab coins
drying and salting	drying meat or fish in the fresh air and then covering it in salt to stop it from rotting
fjord	a long, narrow inlet of the sea between high cliffs, usually formed by glaciers
Greek fire	a weapon that shot a stream of fire at enemies
heathen	another word for pagan
ides of January	13 January
lawspeaker	a judge
longship	a long, narrow Viking warship
mild steel	steel that is made from iron and carbon; 'mild steel' refers to steel that has been made with a low amount of carbon, making it easier to shape
Northumbrians	people of the kingdom of Northumbria in northern England
Old Norse	the language of Medieval Scandinavian countries, used until the middle of the 14th century
pitch	a thick, dark, sticky tar made from charcoal or tree resin, used for waterproofing
propaganda	information that aims to influence the beliefs of the wider community
rapine	plunder
smoking	a method of preserving meat or fish by exposing it to the smoke from burning wood
tanned/tanning	treating animal skins with tannin to make leather
valkyries	female spirits

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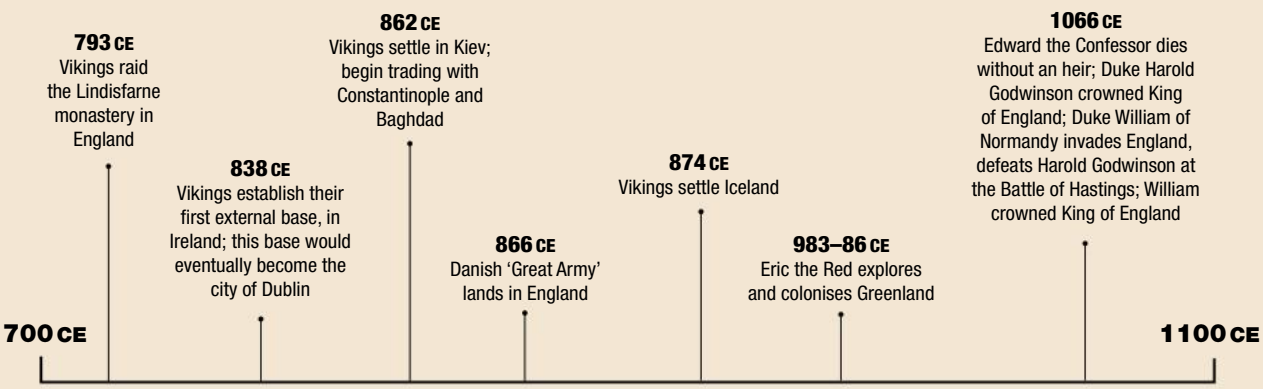
Viking lands before 838 CE

Timeline of key dates



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Think, puzzle, explore

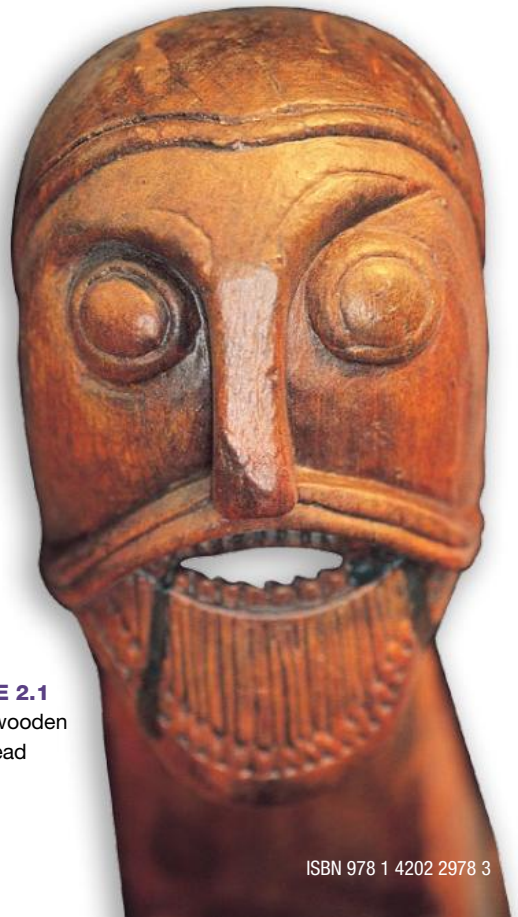
1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Vikings.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Vikings.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Vikings'. I'm Ismet, and I'll be your tour guide. Enjoy your trip.

The Vikings emerge

Towards the end of the 8th century, bands of fierce Viking warriors emerged from the icy waters of the north and began raiding the coast of Britain. A few decades later, they were also raiding the coastal towns of France, Spain and Italy, instilling terror and dread in the hearts of the local people. They continued their campaign of looting and pillaging for the next 300 years. The horror of those times and the long period of continued Viking raids created a widespread belief that remains with us today: that the Vikings were nothing more than cruel, plundering barbarians.

There is, however, another story behind the barbaric legend. Archaeologists and historians have learned that the Vikings were also great explorers, settlers and traders. They founded cities, were employed as prized warriors and had a highly developed society. By the beginning of the 11th century, the Vikings had come to dominate much of northern Europe. They had ventured deep into Russia, opening up trade routes to Persia (modern-day Iran) and China. They had sailed over almost half the known world in their **longships**, travelling further north and west than Europeans had ever been. They founded new colonies in Ireland, Britain, France, Iceland, Greenland, Russia and even in North America, and established cities such as Dublin, Novgorod and Kiev. They also practised one of the earliest forms of democracy, through their institution known as 'The Thing'.



SOURCE 2.1
Carved wooden Viking head

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Daring and innovative, adventurous and skilled, the Vikings provide us with a fascinating perspective on life in the Medieval Period. They leave behind many ideas, stories, laws, words and concepts that still resonate with us today.

Spotlight

There are several interpretations of the word 'Viking'. It may come from the **Old Norse** word *vik*, meaning 'bay': a person called a 'viking' would be someone who kept their ship in a bay. It may also come from the Old Norse word *vikingr*, which means 'pirate' or 'raider'.

The Viking lands: Scandinavia

Scandinavia is a region of north-western Europe. It consists of Denmark, Norway, Finland and Sweden. In Scandinavia, winter is very long, dark and cold. The summer is mild and relatively brief. In the northern parts of Scandinavia, the land is mountainous and comprises dense forests. The southern parts of Scandinavia are flatter and more fertile, and the climate is mild—ideal for farming. Most people in medieval times lived on the southern coastal areas or near lakes, rivers and narrow inlets (known as **fjords**), where the soil was fertile.

ACTIVITY

Check your understanding

1 Which modern-day nations make up Scandinavia?
2 What is the difference between the northern parts of Scandinavia and the southern parts of Scandinavia?
3 Why did most of the people in Scandinavia live in the south?

Apply your knowledge

1 Download a blank world map from the internet. Use coloured pencils or textas (or your computer) to colour Australia green and Scandinavia red.
2 Go to OneStopDigital to visit the University of Nebraska-Lincoln's Astronomy Education site. Navigate to the Daylight Hours Explorer.
   a Drag your cursor to spin the globe and find Australia. Adjust the latitude setting using the slider at the top right of the page, until the line of latitude on the globe rests on where you live in Australia. Adjust the day of the year to 21 June, the shortest day of the year in the Southern Hemisphere. Record the daylight hours on this day of the year at the latitude where you live.
   b Now find Oslo, Norway on the globe. Many Viking settlements were located close to modern-day Oslo. Record the daylight hours on 21 December, the shortest day of the year for the Northern Hemisphere.
   c How many more daylight hours are there on the shortest day of the year where you live, compared with Scandinavia?

The Viking way of life

Farming

Most Viking families lived on farms. Everyone in the family was expected to help with the running of the farm. The seasons dictated the rhythm of farm life. Crops would be tended during the summer and then harvested in the autumn. Sheep, goats and cattle were taken to the rich mountain pastures in summer, where they grazed. At the end of autumn, the animals would be returned to the farm. The stronger, younger animals were kept inside the Vikings' houses during the long winter, while the weaker ones were slaughtered for their meat. Since the Vikings had no refrigeration, meat had to be preserved to stop it from rotting. The meat was preserved by **drying and salting** or **smoking**. The skins from slaughtered cattle and sheep were **tanned** into leather for clothing and other household goods.

When winter came, a thick layer of snow covered the ground. It was impossible to grow crops or graze animals, so many farmers went hunting for deer, wild boars, elks, bears, foxes, seals, walruses and whales. The meat of the hunted animals was brought home to feed the farmers' families, while furs and skins were used

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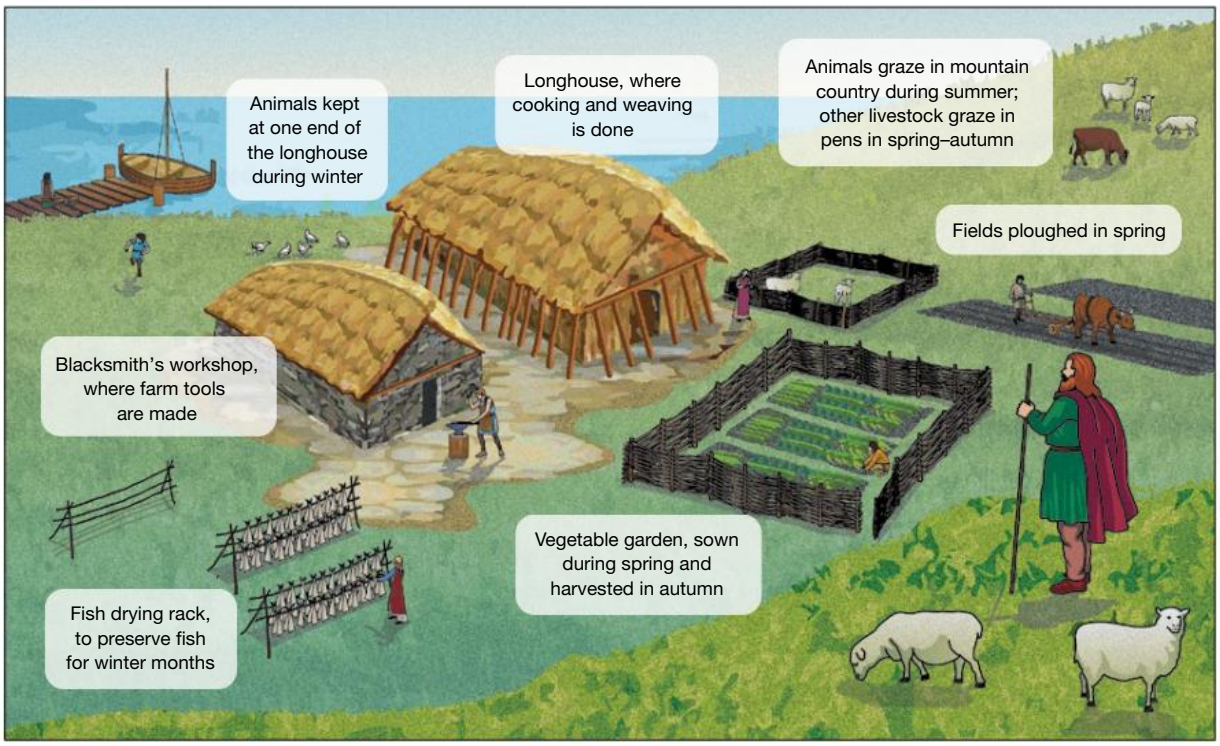

SOURCE 2.2 A Viking farm

to make clothing and shoes. Whale bone and walrus ivory (from walrus tusks) were made into household goods and decorative items.

Viking women worked particularly hard on farms. They milked cows and sheep, tended to chickens, sowed crops in the spring and managed the vegetable gardens and fields. In the autumn, at the end of the growing season, the women would be expected to help bring in the harvest. When her husband was away hunting or raiding, the wife was in charge of the farm or the family business and would take up a sword to defend her home if necessary.

View the virtual tour of a Viking age farm at OneStopDigital. This farm consisted of three structures: a main building, a blacksmith's workshop and a storehouse.

Viking towns and trade

While most Vikings lived in small farming communities, others, such as merchants and artisans/craftspeople, lived in towns. Artisans made all sorts of goods, including shoes, pottery, jewellery, weapons and leather. Viking merchants brought food, cloth, walrus ivory, furs, honey and pottery from outlying Viking farming communities to sell in the towns. Foreign merchants brought silk, cloth, jewels, glass, wine, pottery, spices and weapons from Arabia, China, India and Europe to sell in Viking towns. Slaves captured on Viking raids were also available for sale. The most famous Viking towns were those of Hedeby in Denmark and Birka in Sweden. York in England and Dublin in Ireland were also well-known Viking towns.

ACTIVITY

Source questions

1 Using source 2.2 and the text on this page, copy and complete the table on page 41 to show which jobs were done in each season (or all year) on a Viking farm.

List of jobs:

- tend crops
- move animals to mountain pastures
- cooking
- harvest crops
- move animals inside house
- sow crops
- graze animals in pens
- weave cloth
- dry fish
- make tools

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Season	Jobs
Spring	
Summer	
Autumn	
Winter	
All year	

2 Which season do you think would be the hardest to live through in Viking lands? Give reasons for your answer.

Check your understanding

1 What sorts of people lived in Viking towns?
2 Identify five products that Vikings sold in the towns.
3 Identify five products that Vikings could buy from foreign merchants.

Apply your knowledge

1 With a small group of classmates, construct your own model of a Viking farm in one of the four seasons, either using craft materials to physically construct the model, or constructing it electronically using a software tool such as Google SketchUp.
2 Ismet, your Revista Tour Guide, has taken you to a Viking farm in 780 CE, where you interview a Viking woman about her work. Write up the interview in your travel blog.
3 Go to OneStopDigital to see a scale model of the Viking town of Birka, Sweden. Write a 200-word report explaining how designers were able to build and film the model so that it resembled the original Medieval Viking town.

Viking society

The social hierarchy

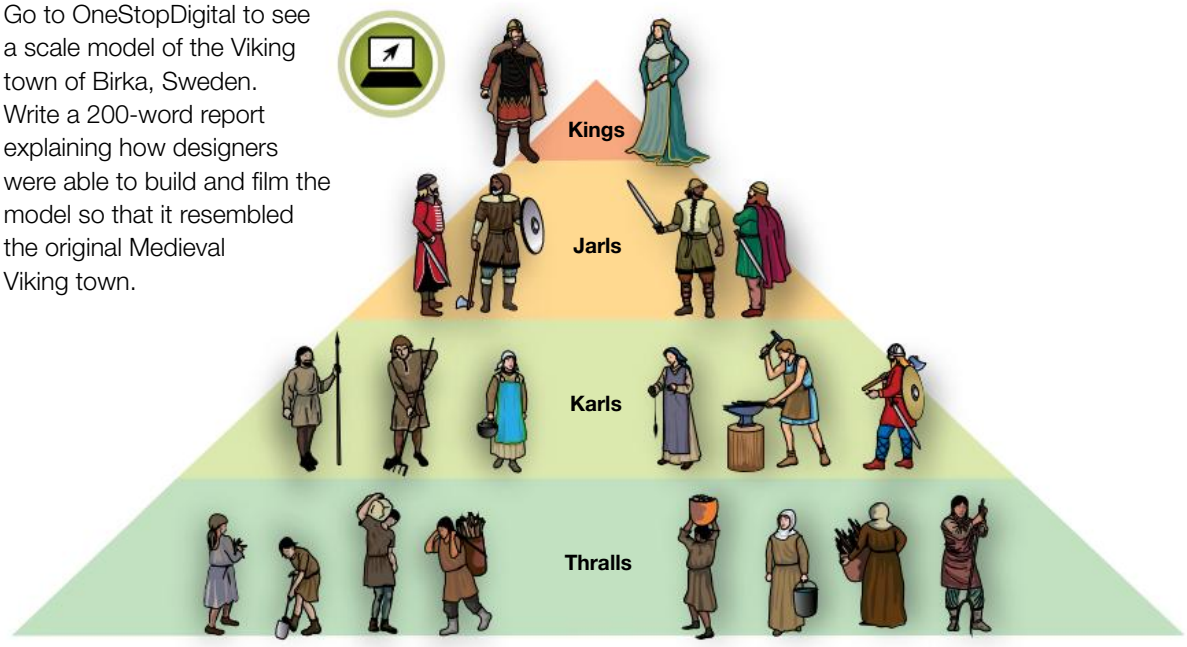
Like many medieval societies, Viking society was organised into a strict social hierarchy.

In the early Viking Period, kings ruled small kingdoms. They were expected to perform religious rituals and protect their people against invaders. During the Viking Age, kings began attacking neighbouring kingdoms in an attempt to enlarge their own kingdoms and become more powerful.

Jarls, or chieftains, held large areas of land. They were wealthy and powerful and owned many slaves. They were expected to provide warriors to fight for the king.

Most Vikings were karls, or free men and women. Karls owned their own land and ran their own farms, with the help of one or two slaves. Some karls worked as artisans or merchants. Karls were expected to join jarls in raids or battles.

Thralls were at the lowest level of Viking society—they were slaves. They had no rights and were legally owned by other people, bought and sold at slave markets like cattle or other goods. A thrall's master had control over his or her life.



SOURCE 2.3 The Viking social hierarchy

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SOURCE 2.4 The Swords in the Rock monument, erected in 1983 to commemorate the Battle of Hafrsfjord (872 CE), when King Harald Fairhair became the first king of all Norway

Viking government: The Thing

'The Thing' was a Viking assembly of free men who met regularly in the local province or kingdom. At The Thing, disputes over property, crime and family honour were resolved. All free men were allowed to vote at The Thing, but free men would usually vote the same way as their jarl. A **lawspeaker** was elected from one of the jarl families. The lawspeaker was responsible for making sure the decisions made at The Thing were carried out. Even the king had to obey decisions made at The Thing.

If a person had been accused of a crime, he or she had to stand trial. If the accused was found guilty, The Thing decided their punishment. They could be fined, made a slave or be declared an outlaw. Once outlawed, they were no longer under the protection of the law and had to flee, as it was legal for anyone to kill an outlawed person.

The Thing was also used to end violence between families. Family honour was very important in Viking society, and members of a

SOURCE 2.5 A painting of Iceland's Althing: *The Althing in Session* by William Gershom Collingwood, 1899 CE

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SOURCE 2.6 Thorngyr the Lawspeaker, as shown in the 1899 edition of *The Chronicle of the Kings of Norway*

family were duty-bound to avenge the injury or death of their relatives. Simply insulting another person might result in an act of revenge from their family. Family feuds could go on for several years; some continued for generations.

Meetings of The Thing were held in special locations across the Viking world. Each region had its own name for The Thing and the location in which it was held: 'Althing' (Iceland), 'Thynghowe' (England), 'Tingwall' (Scotland),' Thingmote' (Ireland) and 'Tingvalla' (Sweden).

ACTIVITY

Check your understanding

1 What were the four social classes in Viking society?
2 Draw a mind map for each of 'Kings', 'Jarls', 'Karls' and 'Thralls'. Detail the roles and responsibilities of each social class on the mind maps.
3 Name three punishments that could be given to a person found guilty of a crime.
4 What happened to a person who was outlawed?

Source questions

1 What does source 2.3 show us about kingship during the Viking Age?
2 Source 2.7 is a record of events at a Swedish Thing in 1018 CE. Complete the five Ws from page 10 for source 2.7.

> Then Thorgnyr the lawspeaker said, 'The character of Swedish kings is different now from what it has been formerly ... King Olaf of Sweden wants to have Norway for himself, which no Swedish king before him ever desired, and as a result brings war and distress on many a man. Now it is our will that you, King Olaf, make peace with the Norway king, Olaf the Thick, and marry your daughter Ingegerd to him ... if you will not do as we desire, we will now attack you, and put you to death; for we will no longer suffer law and peace to be disturbed ... Now tell us, in all haste, what you will do.'
>
> Then the whole public approved, with clash of arms and shouts, the lawman's speech.

SOURCE 2.7 Extract from *The Chronicle of the Kings of Norway*, by Snorri Sturluson, c. 1230 CE

3 What does source 2.7 reveal about the place of women in Viking society?
4 Source 2.7 was written around 1230 CE by the Icelandic poet and historian Snorri Sturluson. Sturluson claimed that he found out about this story from older sagas and Norwegian poems that had been passed down through the generations. Do you think this story is a reliable account of the events? Why or why not?

Apply your knowledge

1 Find out what the word 'enthral' means. How is it similar to the Viking word 'thrall'?
2 To which Viking class would you most and least prefer to belong? Explain your answer in a paragraph.
3 Go to OneStopDigital to find out about the Viking Thing in Sherwood Forest. Write a 200-word report detailing how historians found the site and the significance of the site's name, Thynghowe.
4 Ismet has taken you to a meeting of Iceland's Althing in 1000 CE. Write an entry in your travel blog about what you saw and heard at the meeting. Make sure you include information about where it was, what was discussed, and the outcome of discussions.

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Norse religion

The Norse gods and goddesses

The Vikings worshipped a number of different gods and goddesses, whom they believed affected every aspect of life.

The king of the gods was Odin (or Woden). Odin had one eye—he had sacrificed the other eye in order to gain knowledge and understanding. He rode a grey, eight-legged horse named Sleipnir, which could fly. Perched on Odin's shoulders were two ravens, called 'Huginn' ('thought') and 'Munnin' ('memory'). Odin sent out the ravens every day to fly around the world and come back to tell him what they had seen. Odin was associated with wisdom, war, death, poetry, magic and hunting. Wednesday (or 'Woden's day') was named after Odin.

Odin's wife was the goddess Frigg. She had the power of prophecy, but rarely told what she had foreseen. Frigg was a goddess associated with love and married women. Women called on her to assist them in giving birth. Frigg is often depicted spinning cloth, which was a common task for Viking women. Her name lives on in our word 'Friday' (Frigg's day).

SOURCE 2.8 Painting depicting Odin, King of the Gods

SOURCE 2.9 Painting depicting Frigg (or Frigga), Queen of the Gods, spinning yarn

Another popular Viking god was Thor. Thor was the god of thunder, lightning, oak trees, destruction, fertility and protection. He rode on a chariot drawn by two enormous goats and he carried a huge magic hammer, named Mjollnir. According to legend, Thor will slay the serpent Jormungand during the battle at the end of the world (known as Ragnarok), but will die from the serpent's poison. Followers of Thor carried small hammer **amulets** on a string or chain around their neck, to invoke Thor's protection. Thor's name lives on in our word 'Thursday' (Thor's day).

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SOURCE 2.10 Pen and ink drawing of Thor, attempting to slay the serpent Jormungand, from an 18th century manuscript

Little is known about how the Vikings themselves felt about their gods. Most of what we do know about Viking religious practice is based on the observations of others, such as Christian missionaries and Arab merchants (see sources 2.13 and 2.28).

Viking burials

The Vikings were strong believers in life after death. They buried their dead with grave goods, trusting that the dead would need these items in the afterlife. The wealth of a Viking determined the types of grave goods that might be buried with him or her after death.

A thrall's body was placed in a simple wooden box along with some personal items, such as a comb or sewing tools. Karls' bodies were placed in large graves that were lined with wood. Their tools (such as axes, ploughs, weighing scales, hammers, nails, needles, thread and cooking pots) were buried with them, along with silver coins. Dogs and horses were sometimes sacrificed and buried with their karl master.

SOURCE 2.11 People who could not afford to be buried in a ship sometimes outlined their graves with stones to form the shape of a boat. This burial site at Lindholm Hoje, Denmark, is the largest Viking burial site in Scandinavia.

SOURCE 2.12 A large burial ship was excavated in 1904 at the Oseberg farm, Norway. It is now on display at the Viking Ship Museum in Oslo, Norway.

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Jarl chieftains and royalty had the most spectacular burials. Their bodies and grave goods were placed in a longship, as if to transport them to the next world. The longship was then buried or burned. Grave goods for kings or wealthy jarls might include jewellery, chests of silver coins, furniture, sleighs, carts, tools, sacrificed horses, fine clothing, ornaments and other precious objects. Slaves were often required to die with their masters so that they could accompany them to the next world.

The arrival of Christianity

During the 900s CE, Christian missionaries from Rome, Constantinople and other Christian cities in Europe began to travel into Northern and Eastern Europe with the aim of converting people to Christianity. Some Vikings had already converted to Christianity before this time. Viking traders had come into contact with Christians on their travels, as had Vikings who settled in Christian lands such as England, France and Ireland. The conversions to Christianity in Scandinavia, however, were largely promoted by the Scandinavian kings.

In 965 CE, Harald Blue-Tooth, King of Denmark, converted to Christianity and declared that his entire kingdom was to be Christian. In Norway, King Olaf Tryggvason used threats and violence to make the Norwegians convert to Christianity, forcing them to accept baptism at spear-point. He also threatened to kill any Icelander visiting Norway who was not a Christian.

King Olof Skotkonung of Sweden converted to Christianity in 1008 CE. He ordered his men to cut down the sacred groves and take down the statues of Norse gods, in an effort to stamp out the old religion.

ACTIVITY

Check your understanding

1 How did Huginn and Munnin serve Odin?
2 Why did women worship Frigg?
3 Why did the Vikings bury their dead with grave goods?
4 Why were Vikings buried in ships (or in the stone outlines of ships)?
5 How did the kings encourage their subjects to convert to Christianity?

Source questions

1 Complete the five Ws from page 10 for source 2.13.

> It is customary in Uppsala [in Sweden], to hold a general feast ... every nine years. All must attend this festival. Kings and people all send their offerings to Uppsala ... What is more distressing is that those who have already adopted Christianity reconvert back to [their non-Christian] religion through these ceremonies. The sacrifice is of this nature: of every living thing that is male, they offer nine heads to the gods ... The bodies they hang in the sacred grove that adjoins the temple. Now this grove is so sacred in the eyes of the **heathen** that each and every tree in it is believed divine because of the death of the victims ...

SOURCE 2.13 This passage is from a text called 'Description of the Northern Islands' (1075 CE) by Adam of Bremen, a Christian monk from Germany.

2 How does the author of source 2.13 feel about the Viking religion? Quote evidence from the text to support your answer.
3 a When did Adam of Bremen write about Norse religion in Sweden?
  b What year did Sweden officially convert to Christianity?
  c What does this passage suggest about the king of Sweden's efforts to convert the Swedes to Christianity?

Apply your knowledge

1 This Viking riddle appears in the *Hervarar Saga*. Can you solve the riddle?

'Who are the two that on ten feet run?
Three eyes they have, but only one tail.'
(Answer at the bottom of page 63.)

2 Ismet takes you to a Viking funeral for a karl farmer in Lindholme Hoje, Denmark, in 970 CE. Draw the burial site in your travel blog, showing the grave goods you saw and the burial layout.

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Significant developments and cultural achievements of the Vikings

Viking warriors

Viking men believed that to be a warrior was a noble duty and that to die in battle was the greatest glory. It was thought that those who died in battle would be claimed by the **valkyries**, who would take the warriors' souls to Valholl (also known as Valhalla). Once in Valholl, the warriors' souls would spend their nights feasting and drinking and their days practising fighting in preparation for Ragnarok, the Final Battle at the End of the World.

SOURCE 2.14 A picture stone from the 9th century, showing Viking warriors in the top panel and a Viking ship at the bottom

Raids and wars were violent, bloody affairs. Approximately 50 per cent of Viking men died before they reached the age of 30, mainly due to injuries received during raids and wars. For most Vikings, the benefit of going to war was the chance to loot villages and become wealthier.

Shield-maidens

SOURCE 2.15 Illustration of Lathgertha, a Danish Viking shield-maiden, 1913 CE

Shield-maidens were Viking women who had chosen to fight as warriors. It would seem that not many women made this choice, but shield-maidens do feature in some of the sagas, including the *Hervarar Saga* and the *Gesta Danorum* (Deeds of the Danes). There is also at least one historical account of women fighting as warriors: that of the Byzantine historian John Skylitzes, who recorded that Viking women fought in a battle in 971 CE.

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Viking weapons and armour

All free Viking men were expected to carry weapons, but weapons were expensive items. Iron weapons were difficult and time-consuming to make—especially swords, which had to be made by highly skilled swordsmiths. Most Vikings were armed with a large, round, wooden shield and an axe or spear.

Spears were made of a long wooden shaft of two or three metres capped with an iron blade. Skilled Viking warriors were known to be able to throw spears many metres and also to catch spears aimed at them by the enemy. Axes, another favourite weapon, had thick, rounded blades. Axes were usually lighter than swords and could break through chain mail armour and metal helmets.

Swords were the most prized weapon. Only jarls and wealthy karls had swords. The swords had double-edged blades of almost a metre in length. Early Viking swords were made of pieces of iron and **mild steel**, welded together to form a long bar. The bar was then stretched out to the required length by much hammering, and then it was twisted. Finally, the bar was shaped into the finished blade. These swords were not very strong, but were nonetheless effective in Viking battles.

Go to OneStopDigital to see how Viking swords and other weapons were made.

SOURCE 2.16 The weapons of wealthy Vikings were ornately decorated, with twisted wire and copper or silver decorations on the sword hilts. These weapons were found in Sweden.

The Vikings valued their weapons so much that they gave names to them. Swords were called names such as Fótbítr ('foot-biter'), Leggbítr (leg-biter) and Sætarspillir ('peace-breaker').

Body armour was also worn by the Vikings. Wealthy jarls wore chain-mail shirts, or byrnies, while most other men relied on padded leather jackets. Jarls also wore metal helmets with a long nose band to help protect their faces. These helmets did not have horns—which would have been very impractical to wear in a battle! The idea that all Viking warriors wore helmets and that the helmets featured horns is an invention of the 19th century, when Swedish patriots were trying to romanticise Scandinavia's past.

SOURCE 2.17 A photograph of a man dressed as a Viking warrior at a modern-day Viking festival in Reykjavik, Iceland, c. 2007 CE

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Spotlight

Berserkers were the Vikings' 'shock troops'. They wore bearskins and covered their shields and swords with blood. Then, after working themselves into a frenzy and biting hard on their shields, they charged into battle, terrifying the enemy. The English word 'berserk' comes from the Old Norse *berserkr*, meaning 'bear-skin wearer'.

SOURCE 2.18 Berserker chess piece made of walrus ivory, found at Lewis, Scotland

ACTIVITY

Check your understanding

1 How did Vikings feel about being warriors?
2 What did Vikings believe would happen to warriors when they died in battle?
3 What was an advantage of using an axe in battle?

Source questions

1 a From your reading of the text and your observation, is the figure in source 2.17 likely to be dressed as a wealthy Viking or a poor Viking? Use evidence in the text to support your answer.
  b What would you change about the Viking's outfit or accessories (shown in source 2.17) to make his costume more historically accurate? Explain your choice.

Apply your knowledge

1 Create a flow chart to explain how Viking swords were constructed.
2 Most Viking women spent their days weaving cloth, cooking food, managing their farm or caring for children. Explain why a Viking woman might want to become a shield-maiden (200 words).
3 Visit the OneStopDigital site to research the story of the shield-maiden Hervor, in the *Hervarar Saga*. Create a cartoon strip, graphic novel or story board to tell her story. Start at chapter 5, 'Hervor Got the Sword Tyrfing'.

Viking ships

The Vikings were widely recognised as the most skilled shipbuilders of their day. Ships were vital to the Viking way of life. Fishing boats and canoes sailed in the waters around farmsteads and towns. Merchants used wide, deep ships called knarrs, while Viking warriors travelled in the famed Viking longships to raid foreign lands.

Ship technology

From about 700 CE, the Vikings began to develop a new, innovative long ship design. Instead of building a ship's hull on a framework, the Vikings built their ships' hulls onto a keel. The keel is the 'backbone' of a ship, running lengthwise along the bottom of the ship. The Vikings chose a long straight tree trunk from which to form a T-shaped keel. All other parts of the ship were built onto the keel.

The Vikings split oak tree trunks into long planks (or strakes), about 1.5 centimetres thick. Instead of saws, they used their axes to chip the planks into exactly the shape they wanted. They painted the strakes with **pitch** to make them waterproof, and nailed two strakes to either side of the keel using iron rivets. Next, they fastened more strakes to the first two, one overlapping the next. When this stage was complete, the strake joints were **caulked** with wool or old clothes. Then the Viking boat builders attached floor timbers to the keel using wooden rivets called 'treenails'. Last, they secured a large mast to the keel. The longship's extended prow and stern (front and back) were often carved with a dragon's head and tail.

The construction of the ship on a keel, rather than on a framework, meant that the Vikings could build their longships shallow and wide. Shallow, wide longships were better able than deeper, shorter ships to take the force of waves in the open sea and were also capable of sailing in shallow waters, right up to the shoreline.

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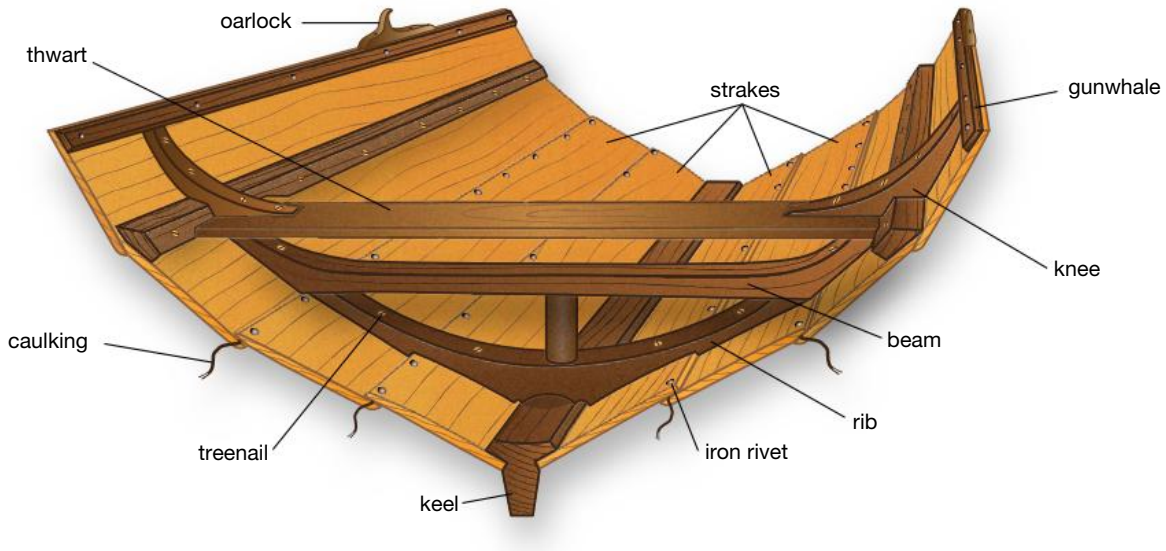
The keel construction also made the Viking ships very light and easy to carry overland if the need arose. As such, the longship was to prove extremely useful for raiding coastal and riverside towns and villages.

Another important addition to Viking ships at this time was the sail. Sails had been used on the boats of the Ancient Celts since 300 CE, but did not start to appear on Viking ships until c. 700 CE. The sail was made from wool and woven by women using a loom. Sails were square, and measured to approximately 90 square metres in size. When completed, the sail was coated with animal fat to protect it from the salty air and water.

A pole on the deck of the ship connected to one of the lower corners of the sail. The Vikings could steer their ship according to the direction of the wind by moving the pole, which would, in turn, shift the sail. The sail and the pole allowed the Vikings to sail close to the wind. If the winds were not blowing in their desired direction, the Vikings could lower the sail and row their ship. The combination of sailing and rowing allowed the Vikings to quickly come into shore, loot and plunder a town, and then make a fast getaway.



SOURCE 2.19 Cross-section of a Viking ship

SOURCE 2.20 Close-up of overlapping strakes, known as clinker construction

Go to OneStopDigital to visit Denmark's Viking Ship Museum. Choose one of the Skuldelev ships and find out what it was made from, what sort of ship it was, how long and how wide it was, who may have owned it and the size of the crew.

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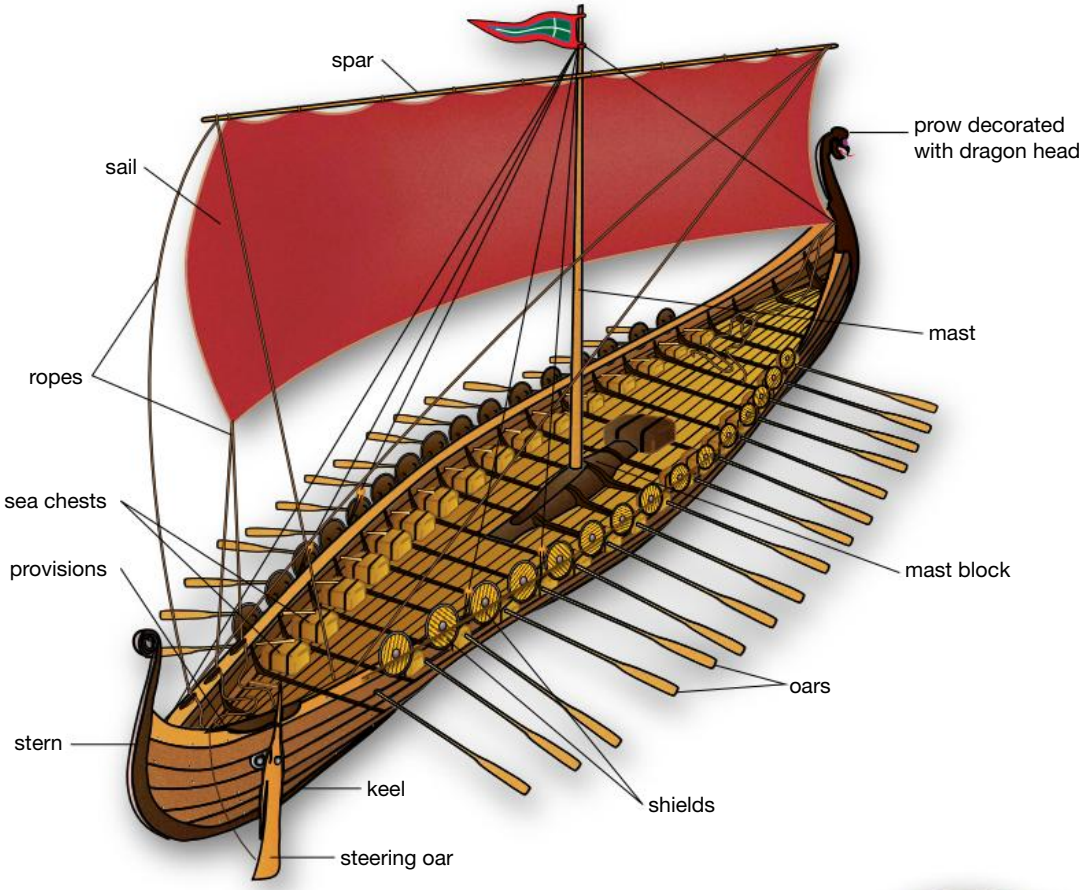

SOURCE 2.21 A diagram of a Viking ship

ACTIVITY

Check your understanding

1 Match each word with its meaning.

Strakes	Body of the ship
Treenails	Side planks
Keel	Front of the ship
Prow	Backbone of the ship
Stern	Wooden rivets
Hull	Back of the ship

2 Name two important elements that were incorporated into Viking ships after 700 CE.

3 Why was it important to caulk the strake joints?

Ship decoration

The Vikings were very superstitious, and believed that the sea was inhabited by dreadful monsters. They carved a dragon head onto the prow of their ship in order to frighten off sea monsters. This also made the ship look very fearsome to others.

SOURCE 2.22 Oseberg ship dragon head, made c. 800 CE, excavated in 1904–05 CE

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SOURCE 2.23 Replica dragon head made in Iceland, 2004 CE

SOURCE 2.24 Dragon head as pictured in an Anglo-Saxon manuscript, c. 900 CE

ACTIVITY

Source questions

1 Copy and complete the following Artefact Analysis Table for sources 2.22–2.24.

	Source 2.22	Source 2.23	Source 2.24
Observation			
Analysis			

'Observation' means to describe what you see. 'Analysis' asks you to make a suggestion of the purpose of each source.

2 Reliability is a measure of how much a historian can trust a source. For example, an actual Viking axe excavated from an archaeological site is a more reliable source for a historian studying the construction of Viking axes than a drawing of an axe or a modern copy of a Viking axe, because the historian can see the actual materials and construction methods Vikings used.

Copy and complete the following table to explain the reliability of the three sources (very reliable, mainly reliable, least reliable) for a historian studying Viking ship dragon heads.

	Source 2.22	Source 2.23	Source 2.24
Reliability			
Reason			

3 Do you think that the source you regarded to be least reliable is still useful? Explain.

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Apply your knowledge

1 Identify two advantages that the Viking ships had over other ships.

2 Draw your own dragon head for a Viking ship.

3 Your Revista Tour includes a voyage across the ocean from Denmark to Scotland on a Viking ship in 870 CE. Write about your voyage in your travel blog. Remember to include the correct names for the parts of the ship in your account. What will you do when you reach your destination? Trade or raid?

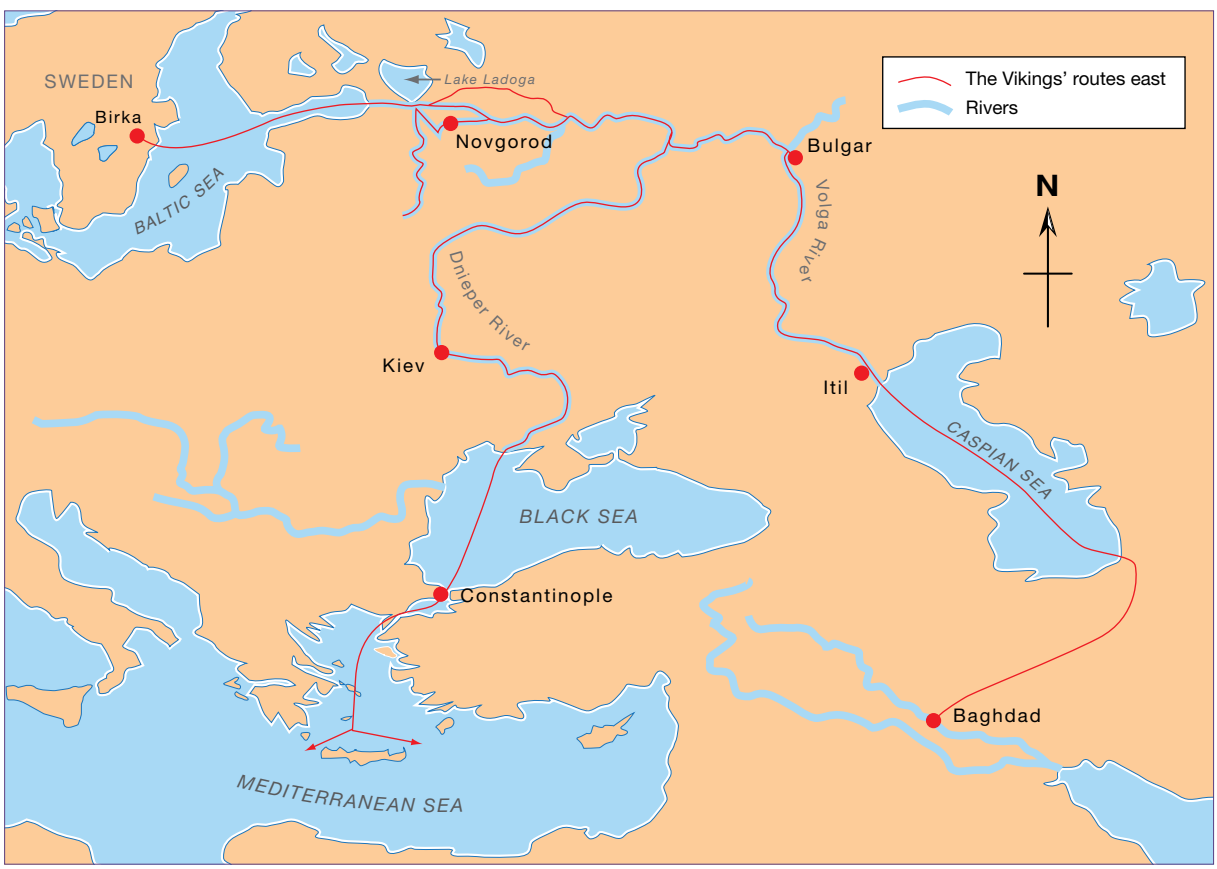
4 Go to your OneStopDigital resources and access the Hands On Actitivity from BBC. Make a Viking longship, design a longship figurehead and make a Viking helmet.

Trade links

From the middle of the 8th century, the Vikings were sailing their ships across the Baltic Sea and into the Volga River. The Vikings began to set up trading towns along the Volga, including the town of Novgorod. From Novgorod, Viking merchants could sail down to the trade ports of Bulgar and Itil, where they sold furs, falcons and beeswax. Beyond Itil lay the Caspian Sea, and across the Caspian Sea was the trade route to Baghdad. At Baghdad, the Vikings could obtain Chinese silk and Indian spices, among other exotic goods.

The Vikings founded the town of Kiev on the Dnieper River. The Dnieper River flowed into the Black Sea, and across the Black Sea was Constantinople, the capital of the Byzantine Empire and the most magnificent city in Europe. The Vikings called Constantinople 'Miklagard', which means 'the great city'. The Vikings made a number of sea-raids on Constantinople, but were ultimately defeated by the Byzantine navy, which blasted their ships with **Greek fire**. Finally, the Vikings decided to stop raiding Constantinople and set up trade contacts with the city. Many luxury goods from Europe, Arabia, China and India were traded at Constantinople.

In those days, the area we now call Russia was populated by people known as the 'Slavs'.



SOURCE 2.25 The Vikings' routes east

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SOURCE 2.26 Byzantine ship using Greek fire

The Vikings captured many of the Slavs and sold them as slaves to Arab traders at Novgorod and Kiev. The word 'slave' is derived from 'Slav', because so many Slavs were sold into slavery by conquering peoples, such as the Vikings. The Slavs called the Vikings 'the Rus', and it is from this that we get the modern name of the country Russia.

Spotlight

The Vikings were such formidable warriors that they were employed by the Byzantine emperors as their personal bodyguard force, known as the Varangian Guard.

SOURCE 2.27 Varangian guards, with axes, as portrayed in *Skylitzes Chronicle*, c. 1100

ACTIVITY

Check your understanding

1 Why do you think the Vikings founded their trade towns on rivers?
2 How did the Vikings reach Baghdad from Sweden?
3 Why did the Vikings stop their raids on Constantinople?

Source questions

Use source 2.28 to answer these questions.

> When their ships come to this mooring place, [the Rus] go ashore with bread, meat, onions, milk and intoxicating drink and take themselves to a long upright piece of wood that has a face like a man's and is surrounded by little figures ... The Rus bows low before the big carving and says, 'I have come from a faraway land and have brought many goods to trade ... I have brought you these gifts ... I wish that you would send me a merchant with many **dinars** and **dirhems**, who will buy from me whatever I wish and will not dispute anything I say.'

SOURCE 2.28 Extract from Ibn Fadlan's *Risala*, c. 921 CE. Ibn Fadlan was a chronicler from Persia. He visited the King of the Bulgars in central Russia in 921 CE and encountered many Viking (Rus) merchants on his travels.

1 Complete the five Ws.
2 What does Ibn Fadlan's account reveal about the Viking (Rus) religion in the 10th century?

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3 What does the source indicate about the merchants with whom the Rus were trading? Give a reason for your answer.

Apply your knowledge

1 Why was it worthwhile for the Vikings to trade goods at Constantinople and Baghdad?

2 The remains of a peacock were found among the grave goods of the royal burial ship found at Gokstad farm in Norway. Peacocks are native to India. As a class, discuss how and why a peacock might have been buried in a royal burial ship in Norway during the 9th century.

Viking conquests

There is much disagreement among historians as to why the Vikings began raiding. It is currently believed that the Vikings were looking for silver and that jarl chieftains may have wanted to find wealth and new lands to challenge the growing power of Scandinavian kings.

Viking raids increased throughout the late 8th and early 9th centuries. These raids were carried out by small fleets of no more than three ships during the summer months when the seas were calm and the winds favourable. Archaeological evidence suggests that Viking ships of this early period carried between 25 and 70 people, so the raids would have been conducted by anywhere between 25 warriors (in the case of one small ship) and 200 warriors (in the case of three large ships).

The fact that Vikings conducted their raids independently and in small groups made them impossible to stop—no-one could predict when or where they would strike next. They could reach the coast unnoticed, conduct their looting quickly and return to their ships before cities could rally their troops or before people from others towns arrived to help to fight off the invaders.

The main targets for Viking raids during the late 8th and early 9th centuries were monasteries that were situated on the coasts and river-ways of England, Scotland, Ireland and France. There were two main reasons for this:

1 Monasteries contained much wealth in the form of silver coins, jewellery and precious objects made of metal—exactly the types of treasures favoured by the Vikings.

2 Monasteries were poorly defended and were located in isolated areas. The Vikings preferred easy raiding campaigns, where they could land, raid and depart quickly, with minimal loss of their own lives.

The raid on Lindisfarne

The raid on the Lindisfarne monastery in 793 CE is seen as the beginning of the Viking Age. The Lindisfarne monastery lies off the north-east coast of England, on a flat peninsula that can only be reached by a **causeway** at low tide. At high tide, the peninsula becomes an island (called the Holy Island) and is cut off from the mainland by the sea. The coastline is dominated by low sandbanks, which provided an easy landing place for Viking longships in the 8th century.

SOURCE 2.29 The first page from the gospel of St Matthew in the *Lindisfarne Gospels*. The book is regarded as the finest example of the Anglo-Saxon religious art style of its day.

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Go to OneStopDigital to to play a Viking Quest game to build a ship, loot a monastery and claim your prize.

SOURCE 2.30
The Lindisfarne Stone, depicting the Viking raiders of 793 CE. The stone was made by the monks shortly after 793 CE to record the raid.

In the raid on Lindisfarne the Vikings plundered the monastery of its silver. They carried off the young boys who were studying to become monks and sold them into slavery at the Viking slave markets. The Vikings also removed the bejewelled leather binding of the monastery's most precious book, a Bible known as the *Lindisfarne Gospels*; fortunately, they left the rest of the book behind.

ACTIVITY

Check your understanding

1. Give two reasons why the Vikings targeted monasteries.
2. Why was Lindisfarne monastery an easy place for the Vikings to reach?
3. Why was it so hard to stop the Viking raiders?

Source questions

1. Analyse source 2.30 using the How to analyse an image criteria on page 23.
2. Use source 2.31 to answer these questions.
   a. Complete the five Ws.
   b. What events described in the source probably did not happen? Why has the author included them in his report?
   c. Give two reasons why the author calls the Vikings 'heathen' men.

Apply your knowledge

1. What did the Vikings do to the *Lindisfarne Gospel*? Why do you think they left the inside pages behind?
2. Our main sources on the Vikings are accounts of raids on monasteries, left by Christian monks. There are very few written accounts of other aspects of Viking life. How has this affected historians' views of the Vikings?
3. Ismet takes you to Lindisfarne in 793 CE. Describe in your travel blog what you see and hear during the raid on the Lindisfarne monastery. Describe how you manage to survive the attack and save a precious artefact.
4. Write a newspaper article for the *Viking Herald* describing the Lindisfarne raid from the Vikings' perspective.

793 CE: This year came dreadful fore-warnings over the land of the **Northumbrians**, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament. These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the **ides of January** in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-island, by **rapine** and slaughter.

SOURCE 2.31 One of the main sources for the history of Medieval England is the *Anglo-Saxon Chronicle*, written by monks to record the events of each year

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England under the Vikings

The Anglo-Saxons in England had suffered numerous Viking raids during the late 8th and early 9th centuries. The surprise raids, conducted by no more than three Viking longships at a time, had focussed on coastal monasteries and towns during the spring and summer. By the 840s CE, however, the nature of Viking attacks began to change. More and more raids were conducted than ever before by fleets of more than 300 ships.

The Great Army

As the Viking raids intensified, the Anglo-Saxons tried desperately to fight back. In 865 CE, King Ælla of Northumbria managed to capture the great Viking leader Ragnar Lodbrok (also known as 'Hairy Breeches'). According to *Ragnar's Saga*, King Ælla had Ragnar thrown into a pit of poisonous snakes, where he died, painfully.

A swift and terrible revenge followed. A huge Viking fleet left Denmark and headed for England. The fleet was led by three sons of Ragnar Lodbrok who wanted to avenge their father's death: Halfdan, Ivar the Boneless and Guthrum. They landed in Northumbria and the thousands of warriors, known as the Great Army, began looting and murdering the people. By 874 CE, the Great Army had conquered the kingdoms of Northumbria, East Anglia and Mercia. Only the king of Wessex, known as Alfred the Great, was able to turn the Vikings back.

The Danelaw

King Alfred signed a treaty with the leaders of the Great Army that gave a large portion of England to the Danes. This area was known as the Danelaw. The Danelaw was a prosperous and flourishing kingdom, at least for a while. Indeed, its wealth meant that it was subject to attack from Viking raiders from other parts of Scandinavia!

SOURCE 2.32 Viking raids and settlements in Britain and Ireland (700–867 CE)

SOURCE 2.33 The Danelaw (886 CE)

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By 954 CE, however, the English had managed to drive out the Danelaw's King Erik Bloodaxe, marking the end of the Danelaw.

The Viking kings

The end of the Danelaw, however, did not mean the last of the Vikings in England. In 1013 CE, King Sweyn Forkbeard of Denmark launched another invasion of England and conquered the entire country, becoming King of England. The reign of King Sweyn was followed by that of his son King Canute in 1016 CE, and then by Canute's sons Harald (1035–1040 CE) and Harthacanute (1040–1042 CE). Harthacanute died without an heir, so an English prince, Edward the Confessor, was crowned king.

In 1066 CE, Edward the Confessor died without an heir and three men claimed the throne of England: King Harald Hardrada of Norway; Harold Godwinson, Earl of Essex; and William, Duke of Normandy (in France). The Witan decided to give the crown to Harold Godwinson.

In response, Harald Hardrada invaded England with a fleet of 300 ships. King Harold Godwinson took the English army north to meet Hardrada, and Godwinson killed Hardrada in battle.

Meanwhile, William, Duke of Normandy also prepared to invade and claim the English crown. William had three main arguments as to why he should be King of England.
First, he was related to Edward the Confessor's mother, Queen Emma.
Second, he claimed that Edward had once promised to give him the crown. Third, William stated that Harold Godwinson had pledged to support William's claim, after William had rescued him when he was shipwrecked in 1064 CE. In return, Harold had sworn an oath of loyalty to William. William set sail from France to England. He set up his camp at Hastings.

After defeating Hardrada, Harold Godwinson marched his army south to Hastings to meet William. A terrible battle was fought, lasting the entire day. By sunset, Harold Godwinson was dead and William had won. William was crowned King of England on Christmas Day 1066 CE.

The Bayeux Tapestry

The Bayeux Tapestry is a long piece of embroidered cloth, about 70 metres long and 0.5 metres wide. It was made by English embroiderers on the orders of the Normans. It shows the events leading up to the Norman invasion of England in 1066 CE and the subsequent Battle of Hastings from the Norman point of view. As such, the Bayeux Tapestry is a wonderful piece of Norman **propaganda**, designed to settle William of Normandy's claim to the crown. It is also a useful source for learning about life in the 11th century, showing details such as clothing, weapons, ships, tools and tableware.

Go to OneStopDigital to watch a video about the Bayeux Tapestry.

SOURCE 2.34 A statue of William, Duke of Normandy, located in Falaise, Normandy, France

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SOURCE 2.35 In a scene from the Bayeux Tapestry, Harold Godwinson swears an oath of loyalty to William of Normandy by placing his hands on boxes containing holy relics

ACTIVITY

Check your understanding

1. Name two ways that Viking raids against England changed after the 840s.
2. Why, according to *Ragnar's Saga*, did the Great Army invade England?
3. What was the effect of the treaty between Alfred and the Danes?
4. Draw a line graph showing the succession of English kings from 1013 CE to 1066 CE.
5. Why did Edward the Confessor inherit the crown from the Viking kings in 1042 CE?
6. Who was Harald Hardrada and what was his role in the dispute over the English crown in 1066 CE?

Source questions

Use source 2.35 to answer these questions.

1. Analyse the source using the How to analyse an image criteria on page 23.
2. What do you think the word 'sacramentum' might mean?

Apply your knowledge

1. Draw a scene from the Bayeux Tapestry, from King Harold Godwinson's perspective.
2. Ismet takes you to Hastings in 1066 CE. Describe the battle scene between Harold Godwinson and William of Normandy in your travel blog. Remember to include details about the weapons the soldiers used, the armour worn by some of the soldiers and the sounds you heard.

Archaeological discoveries of Vikings in England

Archaeological excavations of Viking settlements have unearthed a wealth of information about Viking society. A number of fascinating items have been found, including tools, musical instruments, seeds, building materials, games, clothing and even fossilised faeces. These discoveries have enabled historians to understand how the Vikings built their houses, what resources the Vikings had, how their tools and household items were made, what the climate was like at the time—and, of course, what they ate!

Jorvik (York)

The modern-day English city of York, originally founded by the Romans in 71 CE, was captured by the Vikings in 866 CE and became the capital of the Danelaw. The Vikings knew it as Jorvik. Under Viking rule, Jorvik functioned as a major river port, and was part of the extensive Viking trade network throughout Northern Europe.

York's Viking past remained lost to the ages for many centuries. Occasionally people would find Viking artefacts by mistake, but it was not until 1972 that archaeologists began digging small trenches in the town near Coppergate to conduct a proper archaeological excavation. They made many exciting discoveries. Before long, the dig was extended to cover 1000 square metres, enabling the archaeologists to dig their way through 2000 years of York's history. Over the next six years, the site produced more than 40 000 historical objects.

While York's history as a city stretches back to Roman times, the most interesting finds have been those related to the Viking Age. Many of these finds helped historians develop the Jorvik Viking Centre in York. The museum contains dioramas showing Viking people at home and at work, using the tools and objects found at the archaeological site.

Go to OneStopDigital to explore the Jorvik Viking Centre.

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SOURCE 2.36 A scene from the Jorvik Viking Centre

Go to OneStopDigtal to research the Viking artefacts found at York.

Note that the first two artefacts are from the Roman Period and the last four are from times after the Viking Age, but the remaining 10 (in the middle) are from the Viking Age.

ACTIVITY

Check your understanding

1 Why did archaeologists start excavations at York?

2 What sorts of Viking artefacts have been found at York?

3 From your reading of the text and your observation of sources 2.36 and 2.37, what information is the museum trying to give visitors about the Vikings?

Source questions

1 Look at source 2.36. What aspect of the Viking Age is on display at the museum? How would this change people's perceptions of the Vikings as 'cruel, plundering barbarians'?

The new-look centre includes:

—A brand new glass-floored gallery incorporating an underfoot recreation of the original Coppergate excavation, enabling visitors to see exactly how the Viking Age remains were discovered

—Displays of never-before-seen objects discovered during the Coppergate excavation that give new and fascinating insights into Viking Age life

—Seven new state of the art animatronics that will interact with visitors in Old Norse

—A new Viking Age house and yard, based on evidence of an amber worker's house discovered during the Coppergate excavation.

SOURCE 2.37 Extract from the Jorvik Viking Centre website. The centre reopened in 2010 CE after a period of refurbishment

2 Consider sources 2.37 and 2.38. How is the Jorvik Viking Centre different from other museums?

SOURCE 2.38 Students participating in the annual Jorvik Viking Centre Festival

3 What age groups would most enjoy a museum such as the Jorvik Viking Centre? Give reasons for your answer.

Apply your knowledge

1 What are the advantages and disadvantages of building the Jorvik Viking Centre display so that it includes the actual archaeological site?

2 What types of displays would you like to see in a Viking museum?

3 Ismet takes you to the York excavation site in 1974, and you participate in the dig. You uncover two artefacts. Write in your travel blog about the artefacts you uncover, and explain what they can tell you about Viking society. You might like to include images of your artefacts.

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Viking exploration and expansion

By 1066 CE, the Vikings had spread far beyond their Scandinavian homeland. Their lands included Iceland and parts of Britain, Ireland, Scotland, France, Russia, Italy, Sicily, Greenland and North America.

Erik the Red

One of the most famous Viking explorers was Erik Thorvaldsson (or 'Erik the Red'), an Icelander. The sagas claim that Erik the Red's family had been outlawed in Norway and had fled to the Viking colony in Iceland to escape punishment.

The Greenland colony

In 982 CE, Erik set sail from Iceland in an attempt to find the land that a Norwegian, Gunnbjorn Ulfsson, had claimed to have seen almost

SOURCE 2.39 Image of Erik the Red from a 17th-century manuscript

SOURCE 2.40 Viking settlements, 8th–11th centuries CE

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SOURCE 2.41 The remains of Erik the Red's farm, *Brattahlid*, located in the Eastern Settlement

100 years earlier when fierce winds had driven his ship westward across the ocean. Sure enough, Erik found the land.

After three years of exploring the new land, Erik returned to Iceland. He had decided to set up a colony on the new land, which he called 'Greenland' in the hope that people from Iceland would be inspired to go there. Many Icelanders were soon convinced that Greenland was a place of opportunity.

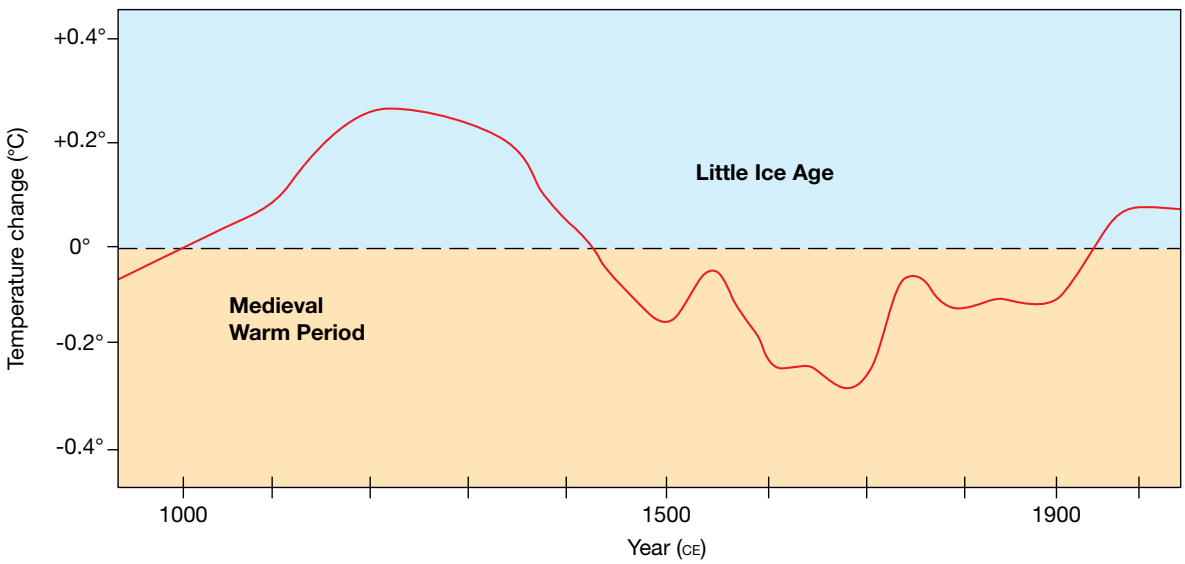
Twenty-five ships set off for Greenland. Only 14 ships would arrive, however; the rest turned back or were lost at sea. Erik and the surviving colonists founded a colony known as the Eastern Settlement on the south-west coast. Later, another colony called the Western Settlement was founded 320 kilometres north-west of Erik's colony.

In spite of the difficult beginnings, the settlement managed to survive. Erik had settled Greenland during the Medieval Warm Period (950–1250 CE), so the climate was milder than it is today. The colonists were able to grow crops such as barley, and farm sheep and cattle. They also hunted seals, walrus and whales at sea, and polar bears and arctic foxes on land.

Erik enjoyed a position of high status in Greenland. He held the title of 'paramount jarl' of Greenland and became very wealthy.

The end of the Greenland colony

At its peak in the early 12th century, there were 300 small farms, a cathedral and 16 churches on Greenland. However, Greenland lacked many important resources, such as metals, timber and some grains. These had to be imported from Scandinavia or Europe. By the 1350s CE, the climate in the Northern Hemisphere had cooled again, leading to an increase in sea-ice. This made sea travel between Greenland and Europe difficult and ships from Norway and Europe eventually stopped visiting Greenland for trade.



SOURCE 2.42 Temperatures during the Medieval Warm Period, 950–1250 CE

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Another problem caused by the climate change was the shorter growing season and longer winter, leading to a smaller amount of crops that could be grown and a shorter time that animals could be grazed in the open.

The increasing cold also forced the Inuit people of Northern Canada and Northern Greenland to migrate south in search of a warmer climate. The Inuit and the Norse began to regularly encounter one another, leading to violence and an increased struggle for food.

Decreasing food supplies and competition from the Inuits had a devastating effect on the Greenland colony. By the 1400s CE it had become impossible to continue the colony in Greenland, and it was abandoned. The remaining people returned to Iceland.

What explains past climate change 1000 years ago? Go to OneStopDigital to listen to a podcast to find out.

ACTIVITY

Check your understanding

1 Download a blank world map from the internet. Use coloured pencils or textas (or your computer) to colour Scandinavia red and all the Vikings' other lands yellow. Label each country.
2 How did Eric the Red inspire people to go to Greenland?
3 How did the Medieval Warm Period enable settlement on Greenland?

Source question

1 Using source 2.42 and the text, draw a mind map to explain why the Greenland colony failed.

Apply your knowledge

1 Make a poster to encourage people from Iceland to move to Greenland in the 10th century.
2 With a classmate, write a dialogue between a TV interviewer and Erik the Red. Perform the interview for the class. You might like to film it, too.
3 Class discussion: How were the climate issues facing the Greenlanders similar to those we face today as a result of global warming?
4 Insert a timeline from the Dipity website for all Viking tour stops in your travel blog.

Legacies of the Viking Age

The Viking Age has left behind many interesting legacies that continue to influence our society and culture today.

Democracy was an important ideal of the Viking Age, as exercised through The Thing, at which all free men could vote. Today, the word 'Thing' (or 'Ting') is present in the names of the national parliaments in Iceland (the Althing), Denmark (the Folketing) and Norway (the Storting).

Old Norse sagas and stories have had a strong influence on writers, artists and musicians over the last 700 years. In recent times, JRR Tolkien's *Lord of the Rings* trilogy and JK Rowling's *Harry Potter* series have drawn heavily on stories, images and ideas contained in the Viking sagas.

The image of Vikings as brutal, violent raiders, as popularised by manuscripts such as the *Anglo-Saxon Chronicle*, have also left a mark on our culture. The American cartoon strip *Hagar the Horrible* is based on the idea that Vikings are supposed to be 'horrible' and 'violent' (though Hagar is generally lazy and greedy—and is erroneously wearing a horned helmet!). The Canberra Raiders rugby league team adopted the Viking raider as their mascot, and portray him as a tough, marauding warrior (also wearing a horned helmet).

Another important and enduring remnant of the Viking Age concerns the English language. It was the Vikings' Old Norse language that gave us English words such as 'sister', 'cake', 'smile', 'happy', 'law', 'sky', 'freckle' and 'skill'. Many of the place names in England (and in countries where Britons came to live, such as Australia) also come from Old Norse. The ending '–by' means town or farm in Old Norse—giving us 'Somersby' in New South Wales. The ending '–thorpe' means village—giving us the 'Althorpe Islands' in South Australia and 'Linthorpe' in Queensland. Another ending is '–dale', meaning valley, seen in the names of towns such as 'Eskdale' in Victoria and 'Westdale' in New South Wales and Western Australia.

Answer to the riddle in Apply your knowledge question 1, page 42: Odin and his horse Sleipnir

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History challenges

Create a museum

1 Create a class museum for the Viking Age. You can do one of the following:

- create 3-D models of artefacts
- create a virtual museum using photos of objects from the internet.

All of your artefacts must be correctly labelled with information stating:

a what the object is

b where it was found

c its approximate age

d what it was used for.

Write a report

Go to OneStopDigital and find out about the Oseberg ship burial. Write a 500-word report detailing how archaeologists found the site, how artefacts found at the site were restored, how the ship was moved to the museum and why there is concern about moving the ship to a new museum.

Make a Viking longship

Make your own model of a Viking longship out of wood or modelling clay. You could get some ideas from OneStopDigital.

Make a film

With the help of your classmates, make a short film that tells the story of one of the Norse gods. Before you begin this activity, decide on a role for each person in your group. You will need a researcher, a script-writer, a director, a photographer, a props manager, a set designer and actors. When you write the script for your film, think about the stage directions for each actor, and consider what you will use as a backdrop, what props you will need and what costumes you might wear.

Make a game

Hnefatafl is a Viking game. Research the game: find out the rules and explain them to your classmates. Then make your own game of Hnefatafl and play it!

Make Viking clothes

Make an item of Viking clothing. Go to the websites listed on OneStopDigital for basic patterns.

Write an essay

'The Vikings were little more than nasty, brutish and violent maurauders.' Discuss. (350 words)

Think carefully about the key word 'discuss'. You will need to argue whether you agree or disagree with the statement and present evidence for your argument.

Propose a new stop for Revista Tours

Propose a new tour stop for the Revista Tours Vikings In-Depth Study Tour.

1 Choose from:

- the monastery of Iona (802 CE and 806 CE)
- the Dublin Slave Market (11th century)
- Gokstad, Norway (1880 CE).

2 You will need to explain:

- where your tour stop is located (draw a map)
- what is significant about this tour stop
- what a visit to this place can tell us about Viking life in the Medieval Period.

3 Present your proposal as a written report (300 words) or a PowerPoint presentation with appropriate images (10 slides). Remember to be persuasive and to support your arguments with evidence. Add to your blog.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 3

Medieval Europe (c. 590 – c. 1500 CE)

The minnesinger Markgraf Otto van Brandenburg, in an illumination from the early 14th century

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What was life like in Medieval Europe?
2. What were the achievements of the Medieval Europeans?
3. What were the systems of crime and punishment in Medieval Europe and how was change and continuity reflected in these areas?
4. Who were the key figures in Medieval Europe?

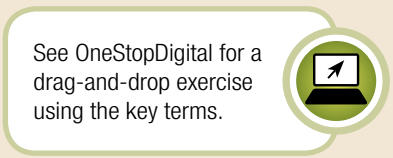
Introduction

Thank goodness we don't live in medieval times, when people fought wars over ideas.

Wojciech Jaruzelski

EUROPE ENTERED THE Medieval Period in c. 500 CE, following the collapse of the Roman Empire. Medieval Europe was an era that we now think of as having occurred in between the Ancient and Modern Periods. In this chapter we will be exploring this time period using different sources. We will find out about Medieval Europeans' way of life, achievements and struggles against adversity. We will also learn about some key figures in Medieval Europe.

KEY TERMS



bubonic plague	a deadly illness spread by the bite of fleas that carry bacteria
daub	a mixture of mud, straw and manure, attached to wattle to build a house
divine right	the right to rule, granted by God
feudal system	a hierarchical system of land ownership that operated through mutual relationships between different groups of people in society and the obligations that groups had to each other
fief	the land granted by a king or other rulers in return for service
Franks/Frankish	Europeans
jury system	a court system in which the person accused of a crime would be tried by a panel of people, who would decide their fate
lay	non-clerical people involved in the church
manor	the district over which a tenant-in-chief had control and could exercise certain rights and privileges
minstrel	a medieval singer or musician, especially one who sang or recited lyrics or heroic poetry to a musical accompaniment for the nobility
motte and bailey	earth and timber. An early form of castle, created on a mound (motte) with a fence (bailey)
pneumonic plague	a deadly illness that infects the lungs and is spread through the air from person to person; less common than the bubonic plague
secular	non-religious
serf	peasant
Statute of Westminster	an Act of the Parliament of the United Kingdom
tithe	a tax, usually 10 per cent of a person's income
transcription	record, copy
troubadour	a French medieval poet who composed and sang in the 11th to 13th centuries
wattle	twigs criss-crossed together

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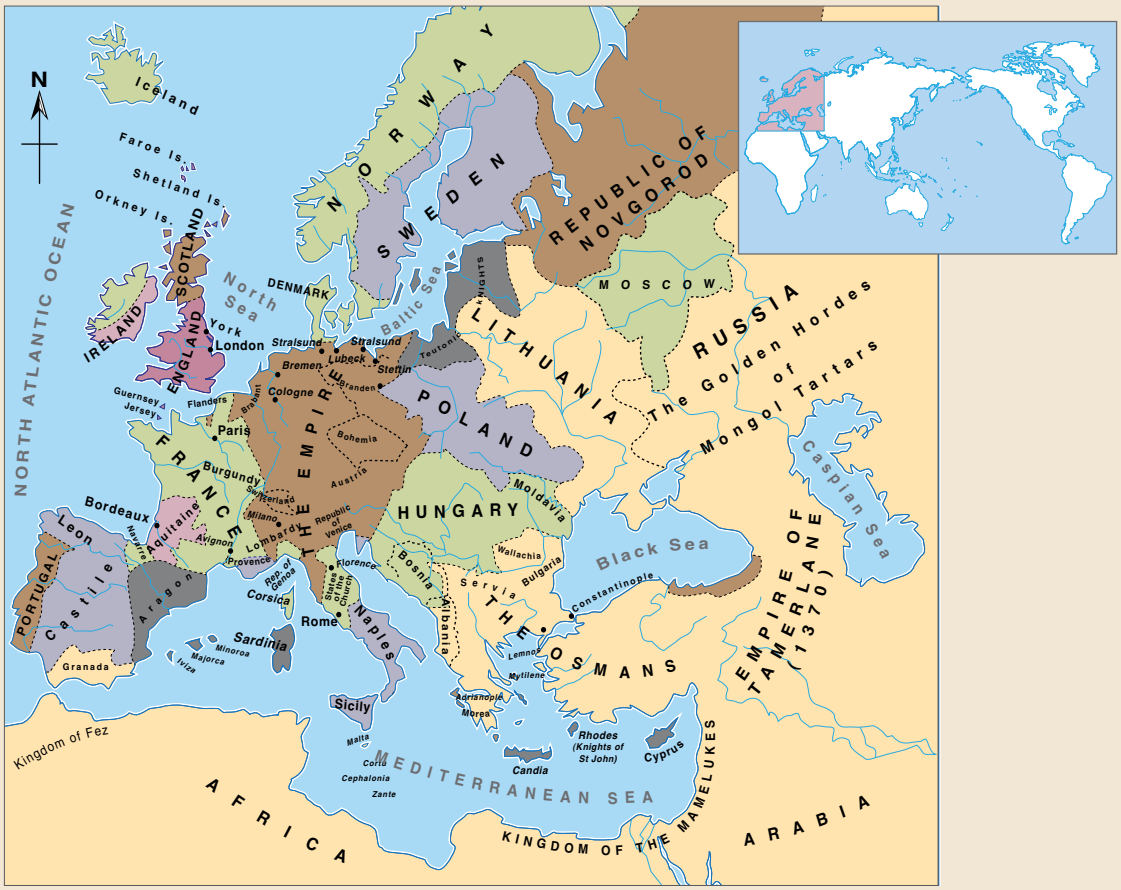
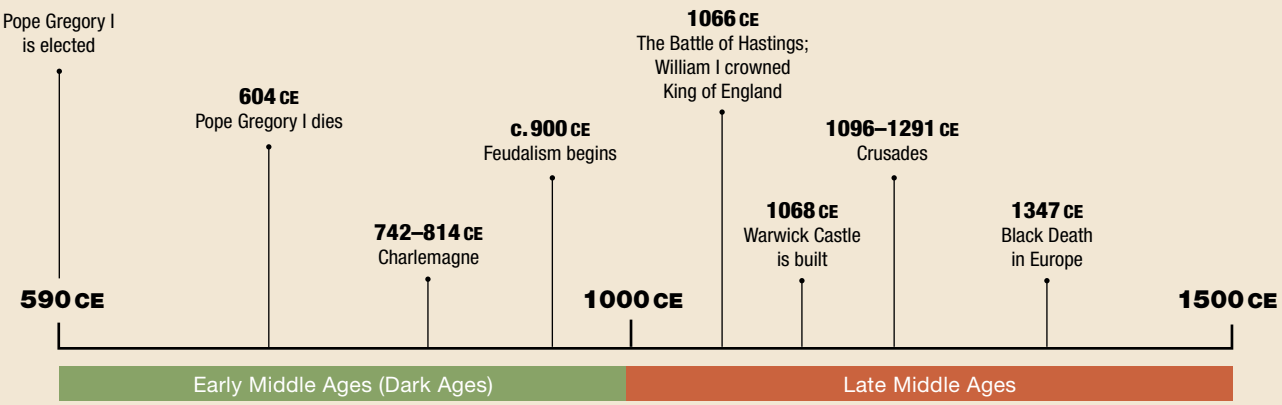
Europe during the 14th century



Timeline of key dates



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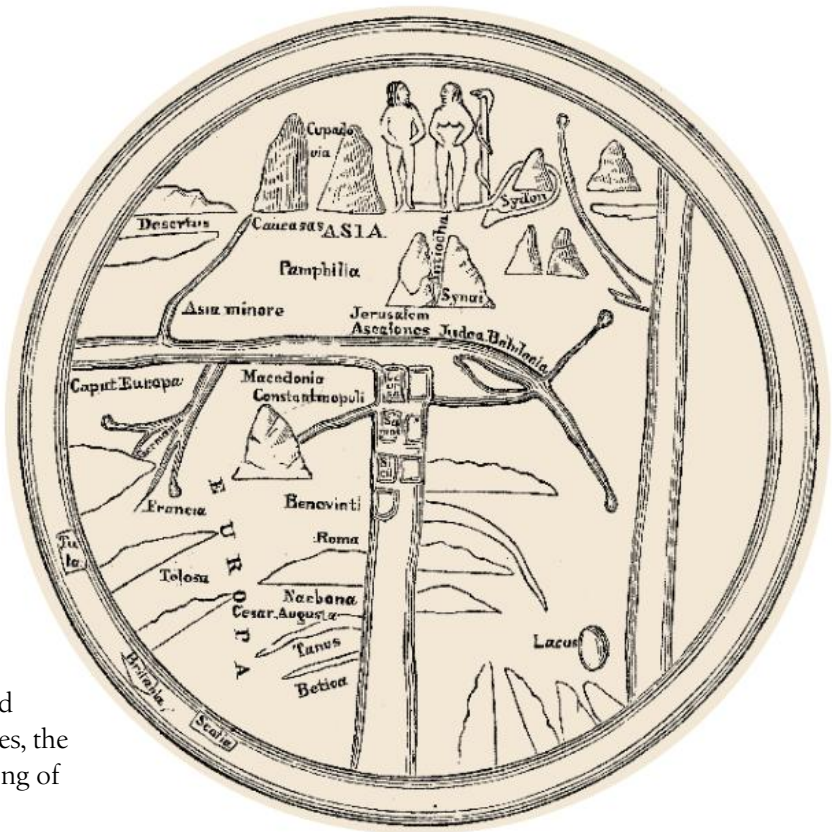
Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about Medieval Europe.
3. Title the second column 'Puzzle'. In this column write down the questions you have about Medieval Europe.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'Medieval Europe'. I'm Elise, and I'll be your tour guide. Enjoy your trip.



SOURCE 3.1 A map of the world from the 8th century, which shows the medieval perception of the Western world. There is an emphasis on religion in the geography used in this map.

What are the Middle Ages?

The Middle Ages spanned from c. 590 CE to c. 1500 CE. It is divided into the Early Middle Ages (or Dark Ages) and the Late Middle Ages. Many of the foundations of modern Western society were laid during this time. From this period came the construction of magnificent castles, the introduction of gunpowder and the founding of universities.

What did Medieval Europeans sleep on? How did they brush their teeth? Do you know what it meant if a man was wearing pointy shoes? Learn about medieval life and compare it with modern life at OneStopDigital.

ACTIVITY

Check your understanding

1. When were the Middle Ages?
2. What are the names for the two periods that make up the Middle Ages?

Life in Medieval Europe

The Catholic Church

Catholic Christianity was the main religion of Western Europe during the Middle Ages, and the Catholic Church played a dominant role in the lives of Medieval Europeans. People believed in the

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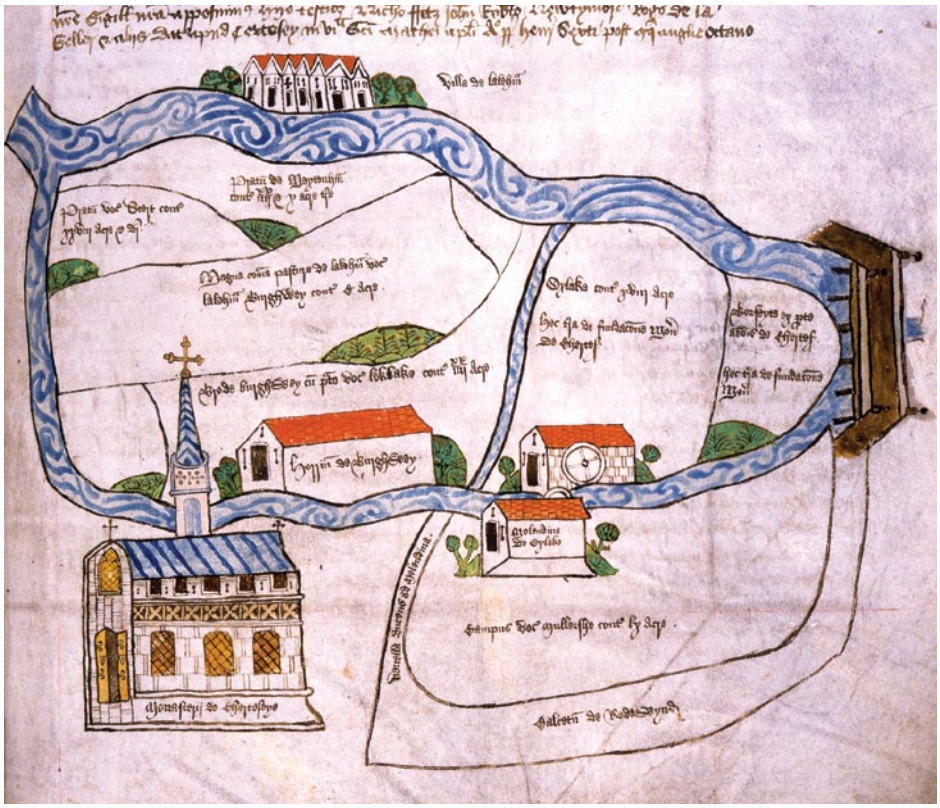

SOURCE 3.2 Pen and ink drawing of Chertsey Abbey and its lands, drawn by a monk for the Abbey's Cortulary

existence of God, Heaven and Hell and thought that the only way to Heaven was if the church allowed them. The Catholic Church was very wealthy and had its own laws and land. It collected **tithes** (taxes in the form of money or goods) from peasant farmers who worked on the Church's land, and if the peasants didn't pay their tithes they were told by the Church that their souls would go to Hell after they died. As the Catholic Church became wealthy it also became very powerful and influenced kings and rulers all over Europe. If anybody opposed or disagreed with the Church then they would be excommunicated, which meant that they could not go to church services or receive the sacraments and would go to Hell after they died.

Henry IV (1050–1106 CE) became the King of Germany when he was six years old. He was also the Holy Roman Emperor. In order to consolidate his power, Henry wanted to appoint his own bishops to help him rule his empire, but Pope Gregory VII wanted bishops to work only for the Church. As a result of the struggle between Church and King, Pope Gregory excommunicated Henry. Excommunication was

SOURCE 3.3 Medieval European art showing Christians praying at the feet of Jesus

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very serious because it meant that the Church said that Henry was not allowed to take Communion anymore and that after he died his soul would go to Hell. Henry IV's excommunication was a conflict between Church and State. It was a very important struggle between secular and religious powers in Medieval Europe over who would control the appointment of bishops and it led to many years of civil war in Germany. In order to get back into the Church, Henry was forced to do penance (say sorry) to the Church so he walked across the Italian Alps in winter and stood barefoot in the snow for three days outside the castle where the pope was staying.

Catholic Church leaders played leading roles in government and the lives of Medieval Europeans were dominated by the Church. Large and splendid cathedrals were built, and prayer was a significant pastime.

ACTIVITY

Check your understanding

1 The following are a series of interesting—and sometimes ridiculous!—statements about the Middle Ages. Your challenge is to work out whether they are true or false.
   - **a** Medieval Europeans were superstitious about the number 13. True or false?
   - **b** Robin Hood was a popular hero during the Middle Ages. True or false?
   - **c** The Catholic Church was the only church in Western Europe during the Middle Ages. True or false?
   - **d** King Richard II of England sometimes held feasts for as many as 10 000 people at once. True or false?
   - **e** In 1200 CE, London was one of the world's largest cities. True or false?
   - **f** During the Middle Ages, people had very accurate ideas about health and cleanliness. True or false?
   - **g** Sometimes the surgeons who carried out operations on people had other jobs as butchers and barbers. True or false?
   - **h** In Medieval Europe, a toothache was thought to be due to worms eating the tooth. The cure was to burn a candle close to the sore tooth, which would make the worms fall out of the tooth/mouth. True or false?
   - **i** Knights prayed once a day. True or false?
   - **j** In Middle English (the English language from about 1100–1500 CE), the word 'pygg' referred to a type of clay. During the Middle Ages, people would often keep coins in jars or pots made of pygg, which they called 'pygg jars'. Many centuries later, the 'pygg jar' came to be known as the 'pig bank' or 'piggy bank'. True or false?

   Answers are located at the end of this chapter.

Source questions

1 How do sources 3.1–3.3 show that religion was an important part of life in Medieval Europe?
2 What is the map depicting in source 3.1 and when was it created?
3 Identify Europe and Asia on the map in source 3.1.
4 There are two people represented in source 3.1. Who do you think they might be?

Health and hygiene

Knowledge about life and death was very basic during the Middle Ages. Medieval Europeans had very limited knowledge about the human body and why people got sick and often used miracles, magic, spells, charms and witchcraft to find cures for disease and to heal the sick.

They also knew little about hygiene. Towns and cities were dirty, smelly places and, as the population grew, the sanitation conditions worsened.

The majority of the population lived in houses with very poor sanitary conditions. There was no indoor plumbing, so toilets were outside and were often emptied very near people's houses. Many roofs were thatched, which kept the rain out, but insects, mice and rats lived in the roofs and their excrement frequently contaminated the food inside the house. There was no refrigeration in the Middle Ages, and though food was mainly eaten fresh, it sometimes had to be stored and would often rot. Peasants made strong sauces that they poured over rotting meat to disguise the smell!

Social structure: the feudal system

During the Early Middle Ages, the population of Christian Europe had been constantly under attack by raiders such as the Vikings. The

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economic state of Europe was poor and people did not feel that their governments were providing them with enough protection against attack. The rulers of larger countries such as France gradually lost power and a new system of government evolved, called feudalism or the **feudal system**. Feudalism began around 900 CE and spread throughout Europe over the next 150 years.

Feudalism was an economic, political and social system—it was not an organised government like our system of democracy today. It was a hierarchical system of land ownership in which rulers at the top of the hierarchy owned land and granted it to people below them. Feudal lords provided protection for those below them in return for service. Every person had a duty to someone else.

The benefits of the feudal system were that it helped to protect people from attack and ensured that they had a supply of food and clothing. It also made people feel as though they were a part of a group and encouraged a sense of community. However, many people also found the feudal system controlling because it restricted their freedoms and controlled their lives.

The king

In a large country such as England, the king was the most important member of society. He claimed all of the land in his kingdom as his own, and held the land through **divine right**. The king ruled over the three main classes of people: the tenants-in-chief, knights and **serfs**. In order to govern large areas of land effectively and maintain control over his kingdom, the king divided some of his land among his best nobles, who were the tenants-in-chief.

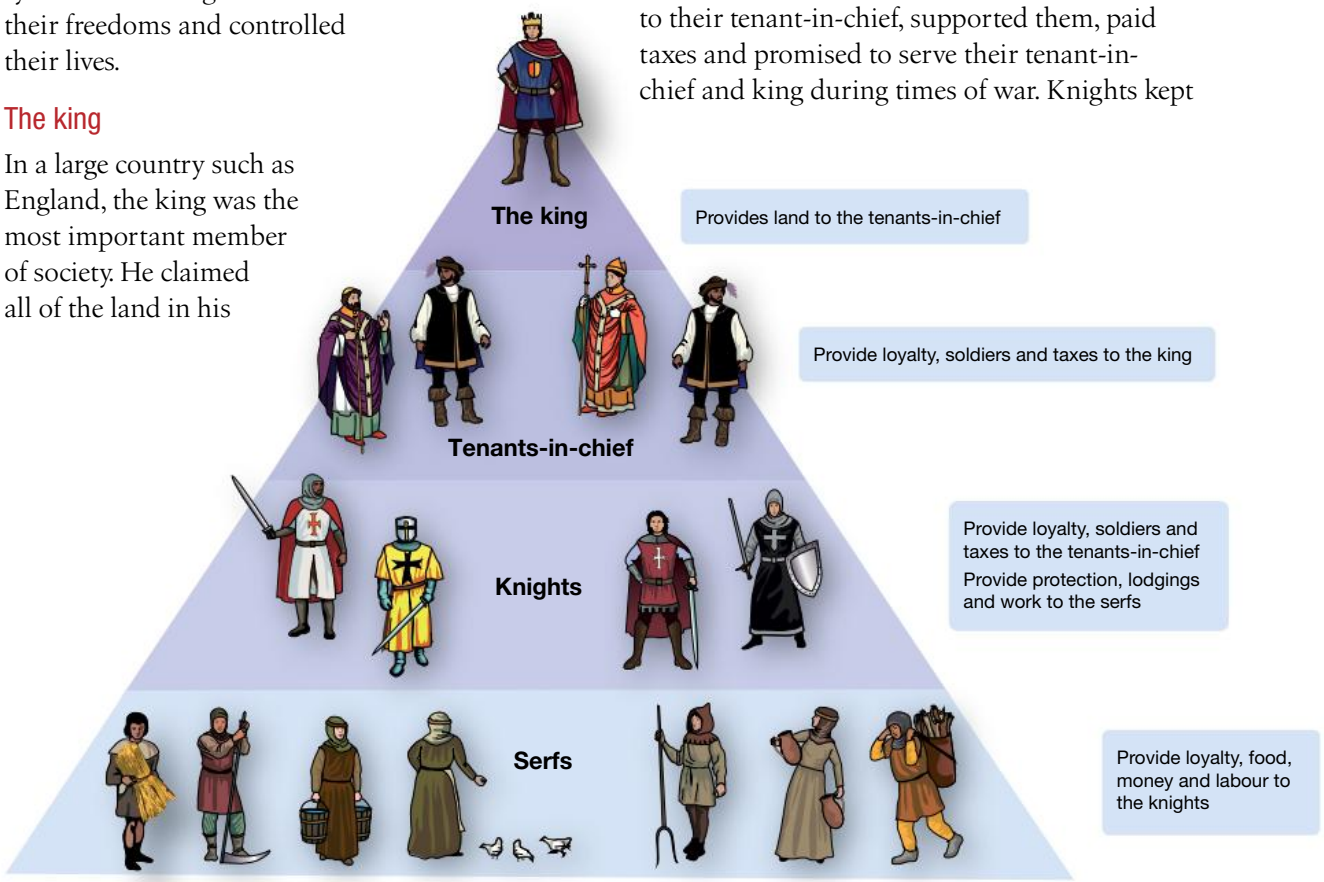
Tenants-in-chief (lords and bishops)

The tenants-in-chief were lords and bishops, and they ranked directly under the king in the feudal system. They were nobles in society. In return for the **fiefs** or **manors** given to them by the king, tenants-in-chief were expected to be loyal to and support the king at all times, govern the land given to them, fight in times of war, and pay tithes to the king. Tenants-in-chief often divided some of their land among the knights.

Knights

Knights were also nobles in society, but lesser nobles than tenants-in-chief, and not as wealthy.

In return for the land given to them by tenants-in-chief, knights pledged their loyalty to their tenant-in-chief, supported them, paid taxes and promised to serve their tenant-in-chief and king during times of war. Knights kept



SOURCE 3.4 The feudal system

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some land for themselves and divided the rest of their land among the serfs. The knights also protected the serfs.

Serfs

Serfs, or peasants, were the lowest class of society. They represented the majority of the population in Medieval Europe and included freemen, villeins, cottagers and slaves. Freemen (10 per cent of serfs) had their own small plot of land. Villeins (the majority of serfs) could own or at least rent land and worked on their lord's land during harvest or planting seasons. Cottagers (the next largest group of serfs) rented or owned a small plot of land, usually less than five acres. Slaves owned nothing. Serfs were labourers who worked on land belonging to the knights and lords. Serfs could not leave the land without the permission of the knights and lords.

SOURCE 3.5 Image from a French *Book of Hours*, an illuminated manuscript from the 15th century, showing serfs mowing, raking and stacking hay in France

SOURCE 3.6 Serfs paying taxes to their lord in money and livestock; woodcut from the 15th century

Knights gave serfs protection, the right to work, and sometimes live, on their leased fields. In return, serfs had to pay the knights taxes in the form of money or crops.

Housing

The king lived in a castle—we will learn more about castles in the next section.

Tenants-in-chief lived in manor houses built of stone. They were comfortable and private dwellings, but they had poor washing facilities and were typically surrounded by estates. A bigger

SOURCE 3.7 Penshurst Place, Kent, UK, is an example of a manor built during medieval times

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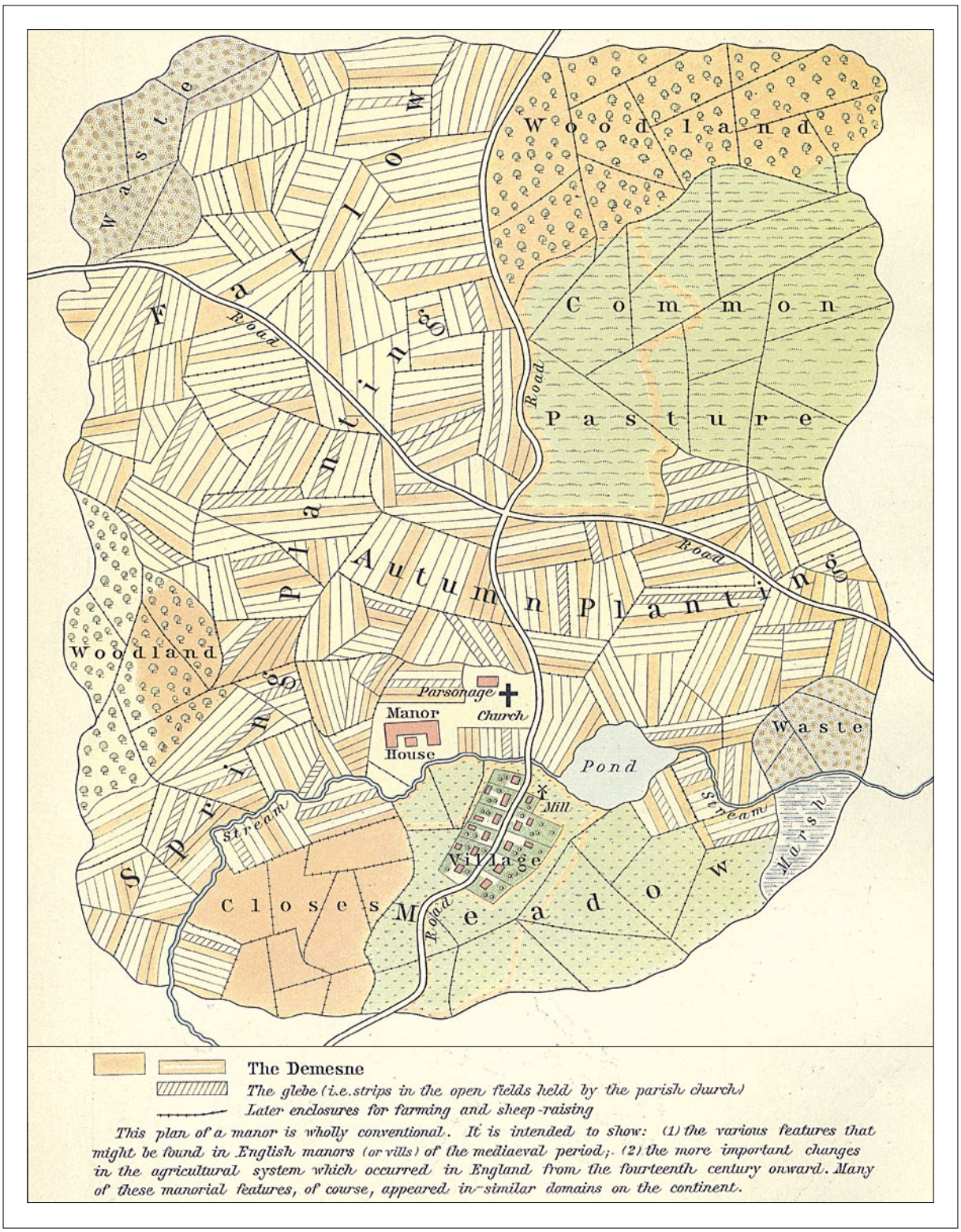
house meant the owner was very wealthy and a smaller house meant the owner was less wealthy. This type of housing led to a system of land ownership called Manorialism.

Manorialism was where land was leased to serfs. Serfs who lived on manors lived in houses known as cruck houses, made of **wattle** and **daub**. They only had the bare essentials of furniture.



SOURCE 3.8 Plan of a typical medieval manor

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ACTIVITY

Check your understanding

1 What are the two names used to describe the system of government in medieval society?

2 In your own words, write a one-sentence description of the terms 'feudalism' and 'manorialism'.

3 In your travel blog, draw a very simple plan similar to source 3.8.

- **a** Give the plan a title.
- **b** Make sure you mark the following features on your plan: church, manor house, common pasture, pond.
- **c** What two types of seasonal planting can you identify on the plan in source 3.8? Add these to your own plan.
- **d** You found out in chapter 1 what the word 'fallow' means. Mark the fallow fields on your plan.
- **e** Where do you think the tenant-in-chief lives? Mark his residence on the plan.
- **f** Where do you think the serfs worked? Mark the areas they worked on the plan.

4 Working in pairs, use your plan from question 3 to explain how feudalism worked in Medieval Europe. Write your explanation in point-form and discuss it in class.

Apply your knowledge

1 Your Revista Tour Guide, Elise, takes you to visit a tenant-in-chief's manor and a serf's house in 1000 CE. Write an entry in your travel blog describing the lodgings you visited. You may like to do some more research to find out the types of rooms and other facilities of such lodgings.

Achievements of the Medieval Europeans

Architecture: castles

Castles were lived in by kings and feudal lords. Castles were much like a house—they had kitchens, cellars, chambers (bedrooms), living areas and recreational space, but they also had servants' quarters and often a chapel. They were fortified with walls, towers and occasionally moats. Castles were also symbols of power. Power was very important to rulers in Medieval Europe and castles were a way in which leaders could show their power, status and wealth. Kings and lords built large castles, which they used as defence and military bases to protect themselves against attack from other feudal lords.

SOURCE 3.9 Pembroke Castle in Wales, c. 1890s

Go to OneStopDigital to take a 'castle adventure', learn more about castles and play 'Protect your kingdom'.

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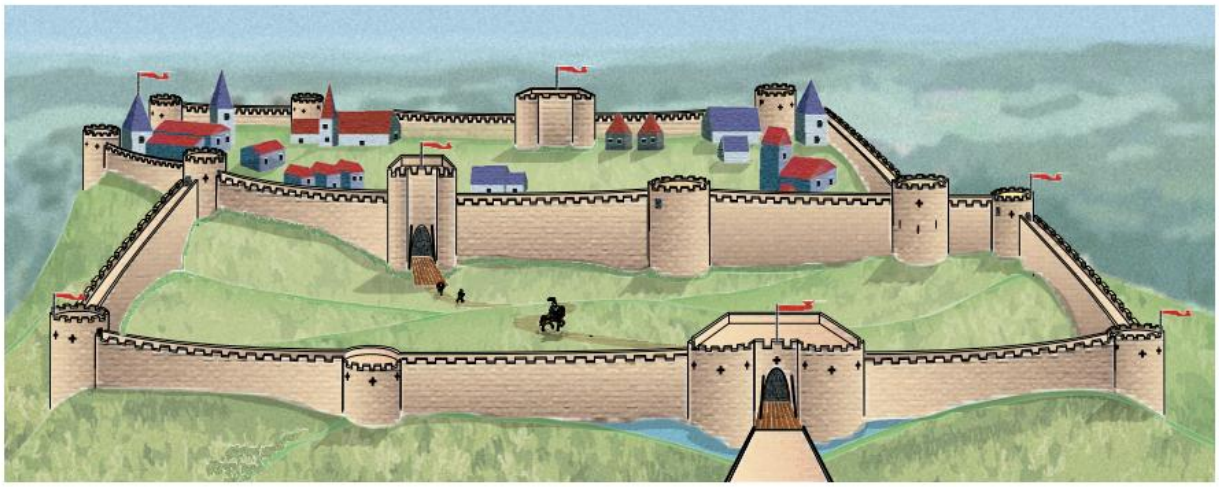


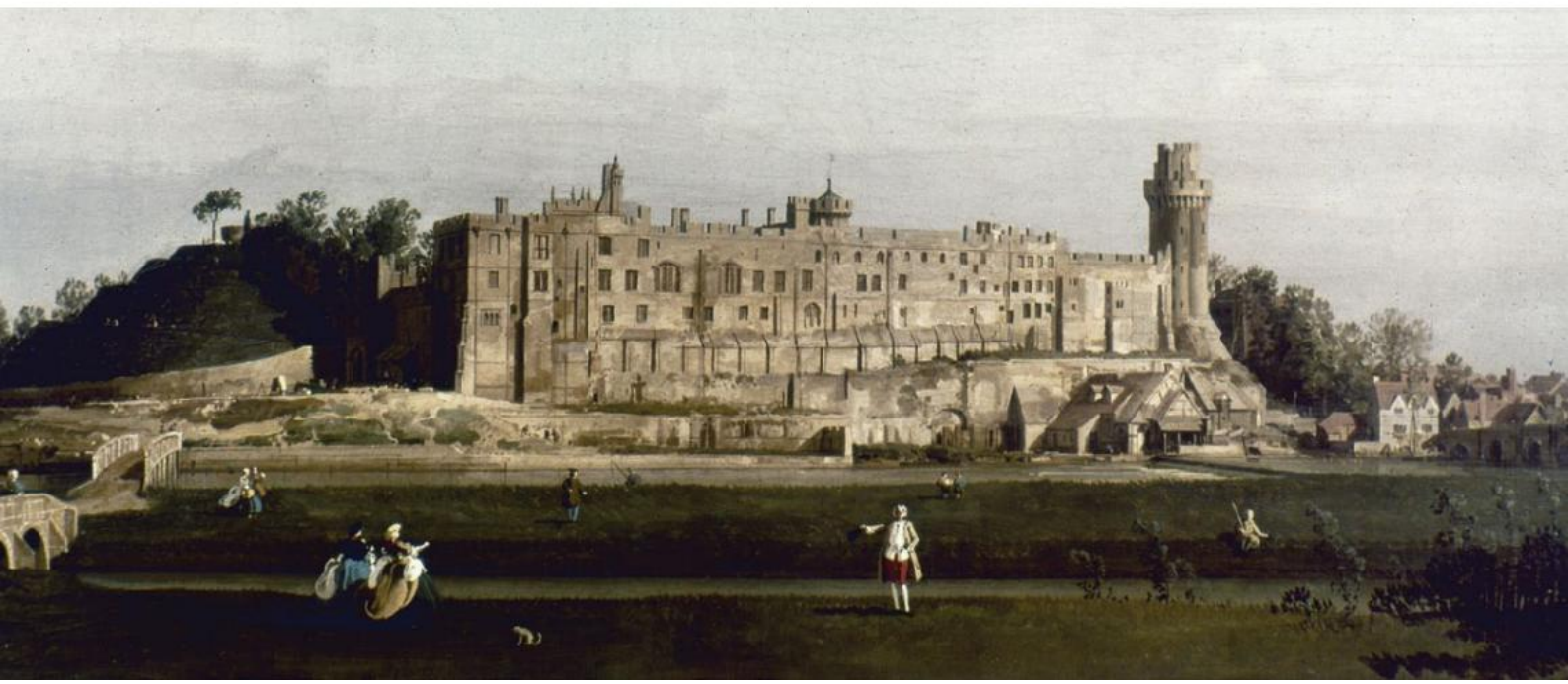
SOURCE 3.10 A typical castle in Medieval England

Castles in England

The king of England, William of Normandy (William I, later known as William the Conqueror), reigned from 1066 CE to 1087 CE and built many of the first castles in Medieval England. William established his power by building and controlling castles all across England. Over time there were many developments in the way castles were designed and the materials from which they were made developed. In the Early Middle Ages, many of the castles were the **motte and bailey** style but, by the year 1100 CE, castles were also being made out of stone. The design of castles evolved from simple towers to large imposing structures that changed the look of the medieval countryside.

Warwick Castle

Warwick Castle became an important seat of power in England's history. William of Normandy commissioned the building of Warwick Castle in 1068 CE in order to establish and maintain power in his new territories. Warwick Castle is located in the town of Warwick, England, and



SOURCE 3.11 A painting of Warwick Castle by Canaletto, c. 1700s CE

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it was originally a motte and bailey structure constructed on a hill above the River Avon. The castle had a vantage point high on the hill and this was an important part of the castle's defence system. Over the centuries, Warwick Castle was strengthened and remodelled in stone. Many castles were built based on the design of Warwick Castle.

Go to OneStopDigital to take a tour of Warwick Castle.

ACTIVITY

Check your understanding

1 Name two purposes that castles served in the Middle Ages.

2 Describe how the design of castles changed over time.

3 a What is a 'vantage point'?

b Why is a vantage point important for the location of a castle?

4 Who was William the Conqueror?

5 Explain two reasons why William the Conqueror was so powerful.

Apply your knowledge

1 a Go to OneStopDigital and use the websites to research the features of castles.

b Draw a simple picture of a castle in your travel blog (you could copy source 3.10) and label the features.

c Write a short description of each feature and include the descriptions with your labels.

2 Elise has taken you to Warwick Castle in 1700 CE. Write a paragraph in your travel blog about your visit to the castle and what you saw there. What was the structure like?

Medieval European manuscripts

Mechanical printing had not yet been invented in Medieval Europe, so all books had to be handmade. Books were important objects and symbols of wealth and education. The parchment (paper) was made from the dry hides of animals. The covers of books were often lavishly bound with jewels and enamels. The books were transcribed and produced by monks in monasteries. The monks worked in small cubicles called carols.

Monasteries had vast libraries filled with literary, scientific and philosophical books, as well as religious texts.

Book of Hours

A *Book of Hours* was a popular medieval manuscript that contained Christian texts and prayers. There were many different types of *Books of Hours* and many still exist today. They are known as illuminated manuscripts because they are often very lavishly decorated. They were used by people for devotional (prayer) purposes. No two *Books of Hours* are the same although each *Book of Hours* follows the same general structure.

SOURCE 3.12 Page from a French *Book of Hours* known as *The Hours of Catherine Cleves*, c. 1410 CE

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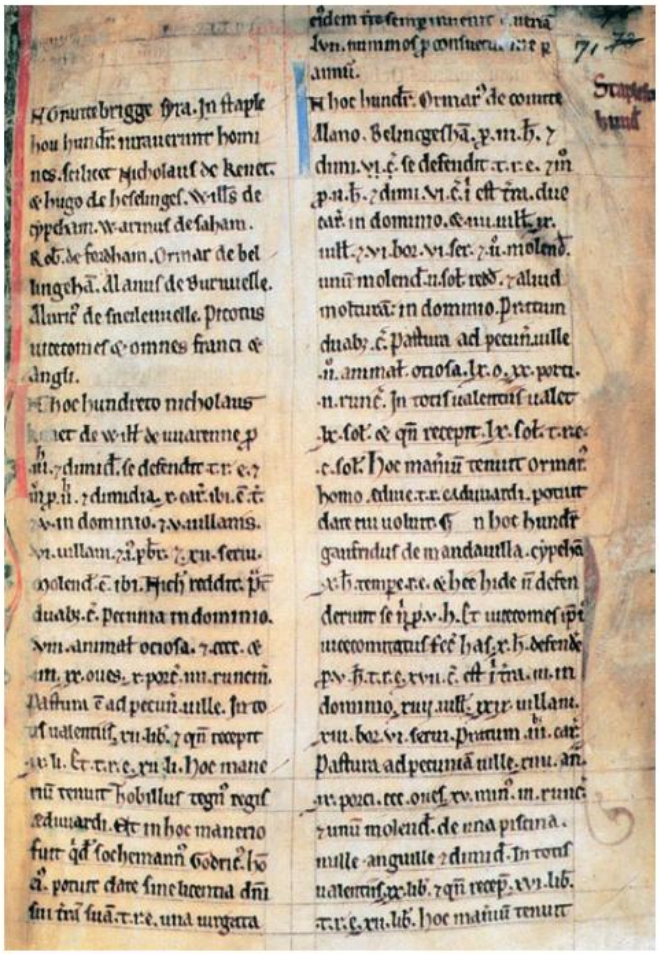
Wealthy people occasionally commissioned the making of a *Book of Hours* and tailored it to their own preferences. Often the images and illuminations in a *Book of Hours* were simple, but the books made for wealthy people were often beautifully decorated.

When monks were transcribing these texts, they often spoke them aloud as a form of devotion, and to ensure accuracy.

Doomsday Book

After the Battle of Hastings in 1066 CE, the new King of England, William the Conqueror, wanted to know the value of all of the resources in the country and how much tax was owed to him by everybody in England. William wanted to know who owned what, how much it was worth and how much tax he could expect to collect. He sent government officials all over England to survey people and ask questions such as 'How many freemen, villagers and slaves are there in the manor?' and 'How many ploughs are there in the manor?' The officials counted every person, farm, pig and rooster in the kingdom and carried out the first census since Roman Times. The results of the survey were written up in a book called the 'Doomsday Book', which consisted of two volumes called 'Little Doomsday' and 'The great Doomsday'. The Doomsday Book was important to King William because it identified not only who owned him taxes but also who owed him military allegiance (loyalty), which he needed for his army. It was an incredible achievement to complete such a detailed survey in the late 11th century and the Doomsday Book is the earliest surviving public record we have today. It is a hugely important document and historical resource because it tells us a lot about the people who lived in England in 1085–1086 CE and gives us a detailed picture of what life was like.



SOURCE 3.13 Doomsday Book

1 a What is a codex? Write a brief definition in your own words.
   b What are the three examples of a codex given in the exhibition?
   c How were the texts of the codex reproduced?
   d Where were manuscript books created during medieval times?
2 What is a *Book of Hours*? Write a brief definition in your own words. Use source 3.12 to help you.
3 At the 'Mirror of the World' online exhibition on OneStopDigital, click on the link to the *Book of Hours*, read the short description, then click on the 'Gallery of images' icon.
   a If you don't already know, guess the meaning of the Latin words at the bottom of the images.
   b What do each of the pictures in the *Book of Hours* represent?

ACTIVITY

Apply your knowledge

Visit the online exhibition at OneStopDigital called 'Mirror of the World: Books and Ideas'. Read the introductory section titled 'Manuscripts' and answer the following questions.

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c In pairs, discuss what you think these images might tell us about medieval life. Use the following prompts to help you: What type of activity does the image show? What time of year is this? (Remember that Northern Hemisphere seasons are the opposite of those in the Southern Hemisphere.)

d Share your answers with the class.

4 As you have found out, medieval manuscripts were generally created in the scriptoriums of monasteries. Elise takes you to a scriptorium to observe monks at work. In your travel blog, write a paragraph about what you see. Have a go at creating an illuminated manuscript and include it in your blog.

Music

Church music

The Catholic Church, controlled by the Pope, was very powerful and wealthy in Europe in the Middle Ages. The church had a significant influence over many aspects of Medieval European life, and this included the music of the time.

Pope Gregory I, who was also known as Gregory the Great, was Pope from 590 CE to 604 CE. Pope Gregory I invented a system of musical notation that enabled **lay** music to be written down in a standard format. Previously there had been no way of writing down music, so people had to play and sing music from memory. Pope Gregory I's system enabled church music to be written down and passed through time, and many of the musical chants that were composed for the next 500 years were written using this system. Because musical chants were religious, they were sung by monks in cathedrals throughout Europe. This form of music was named after Pope Gregory I and was called a 'Gregorian chant'.

Go to OneStopDigital to listen to a modern-day reproduction of a Gregorian chant from the 14th–15th century Finnish hymn book *Graduale Aboense* (the language is Germanic Latin).

Secular music

In addition to religious music, there were also **secular** types, which means that they were not used for religious purposes. **Troubadours** were poets from southern France who wrote and sang songs during the 11th to 13th centuries. Unlike Gregorian chants, which were written in Latin, the troubadours used their own language and wrote poems as songs. Troubadours often lived in one place and worked under the patronage of wealthy noblemen or women. Some travelled around Europe and worked at different courts. Troubadours employed **minstrels**, or professional musicians, who played instruments and provided accompaniment to their songs.

SOURCE 3.14 Image depicting a Christian and a Muslim playing lutes

What is a cornamuse? Do you know what a dulcimer sounds like? How were medieval instruments played? Think about the answers to all of these questions when you go to OneStopDigital to explore the world of medieval music.

Hildegard von Bingen

Hildegard von Bingen was a German mystic, writer and composer. Although her exact birth date is unknown, it is thought she was born in 1086 CE and died in 1179 CE at the age of 81, which is remarkably old for women of the time.

Hildegard was an influential woman who wrote books about her spiritual visions, scripture,

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SOURCE 3.15
Minstrels

the natural sciences, medicine and health. She corresponded with popes, German emperors and the King of England, giving them advice or prayers. Hildegard travelled widely and preached to abbots and abbesses who asked for her prayers and sought her opinions on matters. Hildegard was also a composer and wrote a large number of works. Around 70 of her compositions survive today.

SOURCE 3.16 Hildegard von Bingen (1098–1179 CE) receiving the light from Heaven. Illumination from Weisbaden Codex, 12th century

Hildegard was never canonised by the Catholic Church as a saint because she disagreed with some of the practices of the Catholic Church. Hildegard is, however, celebrated in space and a small planet called '898 Hildegard' is named after her.

ACTIVITY

Check your understanding

1. Name two types of music that could be heard in Medieval Europe.
2. What is a Gregorian chant? Write your answer in a paragraph and include the following terms: secular, power, monk, Pope Gregory I, Catholic Church, chant(s).
3. Write a paragraph describing how music in Medieval Europe differed from music today. Include the following terms in your answer: lay, entertainment, musician, troubadour, minstrel, instrument.

Apply your knowledge

1. You have been asked to contribute to the Revista website page on music. Listen to a piece of music from the Medieval Period and review it in your travel blog. Include information about instruments and influences.

Inventions and developments adopted from the Islamic World

The religion of Islam originated in what we now know as Saudi Arabia and the Middle East. By the 11th century, Islamic culture and learning had spread through Western Europe, via Spain

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and Sicily. The Islamic and European worlds were linked, and the Islamic religion made important contributions to the development of Medieval Europe. The Islamic world had a significant effect on the development of Western civilisation in many areas, including science, medicine, philosophy, literature and theology.

Two factors that helped the spread of Islamic culture and learning throughout Western Europe were:

- the Crusades, which resulted in crusaders bringing new knowledge about the Middle East back to Europe
- Western scholars' use of Islamic libraries—through the libraries, Western scholars learnt much about Islamic mathematicians, scientists and philosophers, and they spread their newly gained knowledge throughout Europe.

SOURCE 3.17 A spherical astrolabe from the Medieval Islamic World

Spotlight

The original Crusades were campaigns fought from 1096 CE to 1272 CE for control of Palestine, between European Christians and followers of the Islamic faith, known as Muslims.

Europeans also adopted a number of different technologies from Islam that helped to change the relationship between Islamic culture and the West. One of these is the astrolabe, which Islamic people used to help with navigation and to find the direction of Mecca, in Saudi Arabia, the holy city of the Islamic faith.

See OneStopDigital for further achievements by Medieval Europeans.

ACTIVITY

Check your understanding

1 Identify three areas of knowledge and culture where the Islamic world had a significant effect on the development of European/Western civilisation.

Apply your knowledge

1 Go to OneStopDigital to watch a short film titled '1001 Inventions and the Library of Secrets', which is about the scientific heritage of Muslim civilisation. Answer the following questions about the film.

- **a** Identify one of Al-Jazari's major inventions. How did Al-Jazari feel about this invention? Why do you think he felt that way?
- **b** Abbas ibn Firnas forgot something when he tried to fly. What was it that he forgot?
- **c** One of the boys said the clock was a United Nations clock. Why do you think he said this?
- **d** What material did Al-Zahrawi develop that hospitals now use when people need stitches?

Relationships between Islam and the West during the Crusades

You murderers, you blasphemers, you plunderers ... if you want to help your souls, you must go forward bravely as knights of Christ ... hurrying swiftly to defend the eastern Church.

SOURCE 3.18 Pope Urban II's sermon in 1095 CE calling for the First Crusade

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The Crusades

For people living in the Middle Ages, religion often led to conflict. Muslims conquered the Holy Land (Palestine) and Egypt from the Christian Byzantine Empire for many years. During this time, Muslims had allowed Christians to build churches and worship there.

In 1095 CE Pope Urban II made an appeal to all Christians of Europe, calling on them to bring the Holy Land back under Christian control by fighting the Saracens (Muslim Turks). Thousands of Christians responded to the Pope's call. Kings organised armies of knights; poor people used pitchforks as weapons; and even monks set out to fight the Saracens. They all believed they were on a holy cause and fighting a crusade for Christianity. These people became known as the Crusaders. Their battle symbol was the sign of the red cross.

People went to the Crusades for many reasons. The Church promised them they would go to Heaven in return for their loyal service. For peasants, being a Crusader offered an escape from the hardships of their everyday lives. Noblemen thought they would conquer new land, and many people heard stories of riches that could be found in the East.

The first Crusaders set out from Europe in 1096 CE. There were nine Crusades in total, spanning over 150 years. The ninth and final Crusade occurred in 1271–2 CE, eventually leading to the Fall of Acre in 1291 CE.

SOURCE 3.19 Saracen cavalrymen of Saladin, French manuscript illumination, 14th century

Spotlight

How many Crusaders were there?

We do not know the exact numbers of people who took part in the Crusades. Lords often took their wives and families. Ladies even had servants, cooks, musicians and scribes! An average army consisted of 5000 knights on horses and 30 000 foot soldiers. Each Muslim army consisted of about 30 000 people.

Fact or fiction? The Children's Crusade

In 1212 CE, a 12-year-old peasant boy called Stephen of Cloyes claimed that Jesus had told him to organise a Crusade. Stephen called on thousands of children to go with him to the Holy Land. Thirty-thousand children left their homes and families and went with Stephen. Many died of starvation on the journey. Two merchants, Hugh the Iron and William the Pig, offered to provide transport for the children by sea, but they tricked and kidnapped the children. Sadly, many died at sea and the rest were sold as slaves in Muslim lands. Only one child survived, and returned home after being in prison for 18 years. Many historians now contest that The Children's Crusade might not have included many children, but instead was formed by poor people from France and Germany.

Legacies of the Crusades

The Crusades changed Europe in many ways. The Crusaders introduced new products into Europe such as fruit (lemons and apricots), sugar and spices, and materials like cotton and silk. Homes became more comfortable, and people hung rugs on the walls and had sofas and carpets.

The Crusades are often associated with heroism and chivalry, but in reality they were also tragic and destructive. Many people lost their lives in the wars—the journey to the Holy Land was either by land or sea, and many people fell ill, starved or died from exhaustion on the way. If they did reach the Holy Land, many were ambushed by the Saracens and massacred or sold as slaves.

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ACTIVITY

Check your understanding

1 What were the Crusades and when did the first and last Crusade occur?

2 Provide two reasons why people fought in the Crusades.

Apply your knowledge

1 Research and collect information for a classroom display about the medieval knights who fought in the Crusades. The following questions will help you with your research. What did knights wear into battle? What sort of weapons did they carry?

2 Discuss in class the meaning of ideology and belief. Hold a debate on the topic: 'We all have beliefs of some sort that we would fight and die for'.

Crime and punishment in Europe in the Middle Ages

Medieval Europe was a brutal time for criminals or those suspected of crimes. People could be punished gravely for minor offences and were sometimes charged and punished without a fair trial when they were innocent. Punishments could be very severe and were sometimes inflicted on people as a form of shame. Torture was considered an acceptable means of punishment and was also used to extract confessions and other information from people accused of criminal activities.

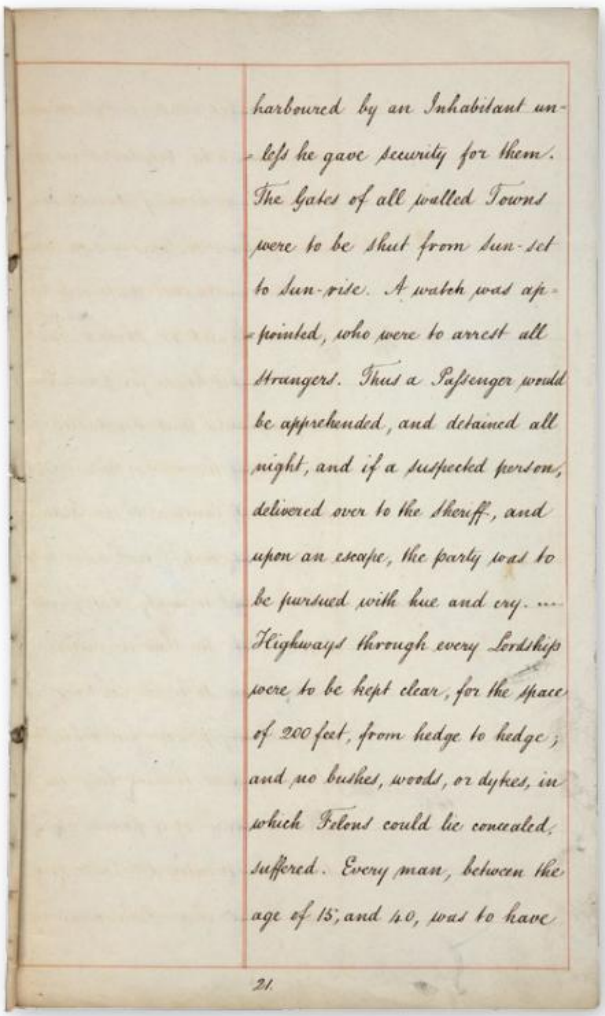
Spotlight

Medieval Europe was a violent time in which to live—students at Oxford University in England were sometimes known to bring bows and arrows to class! Students were also banned from keeping bears and falcons.

In Medieval Europe, even animals could be tried and sentenced for committing 'crimes'. Animals were often treated the same as humans; that is, they were considered responsible for their crimes and could be punished for them. For example, birds and snakes could be tried for eating crops and if they were found guilty they were often ordered to leave the area in which they lived, or were killed. Sometimes the owner of the animal would also be punished.

Law enforcement

In the early Middle Ages, feudal lords had their own courts and were expected to take responsibility for their own community group. For example, the victim of a crime would raise a 'hue and cry' (call out for help), and everyone in their community was responsible for chasing and capturing the criminal. If the community did not make an effort to chase the criminal, the entire community was held responsible for the crime.


harboured by an Inhabitant un-
-less he gave security for them.
The Gates of all walled Towns
were to be shut from Sun-set
to Sun-rise. A watch was ap-
-pointed, who were to arrest all
Strangers. Thus a Passenger would
be apprehended, and detained all
night, and if a suspected person,
delivered over to the Sheriff, and
upon an escape, the party was to
be pursued with hue and cry. ...
Highways through every Lordship
were to be kept clear, for the space
of 200 feet, from hedge to hedge;
and no bushes, woods, or dykes, in
which Felons could lie concealed,
suffered. Every man, between the
age of 15, and 60, was to have
21.

SOURCE 3.20 A transcription made in about 1837 CE of part of the Statute of Westminster (or Act of Parliament), which was passed in 1284 CE in the reign of Edward I. The translated text follows on the next page.

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The Gates of all walled Towns were to be shut from Sun-set to Sun-rise. A Watch was appointed, who were [sic] to arrest all Strangers. Thus a Passenger would be apprehended, and detained all night, and if a suspected person, delivered over to the Sheriff, and upon an escape, the party was to be pursued with hue and cry ... Highways through every Lordship were to be kept clear, for the space of 200 feet, from hedge to hedge; and no bushes, woods, or dykes, in which Felons could lie concealed, suffered.

Magna Carta

The Magna Carta is a charter (a legal agreement) that limited the power of King John of England. The Magna Carta stated that even the king had to obey the law. At the beginning of the 13th century, many of the rich English barons were unhappy with King John because they believed he abused his power by making them pay large taxes (and punishing them severely if they didn't pay), because he had lost lands in France and had argued with the pope. In order to get some power back, the barons wrote a document called the Magna Carta (meaning Great Charter) saying that all English people would have certain rights and that the king couldn't take those rights away from them. The Magna Carta was signed by King John at Runnymede in England on 15 June 1215 CE. It is thought to be one of the most important legal documents in the history of democracy. Although there have been many revisions and changes to it over time, the Magna Carta is still part of English law today, both because of its important history and because it is still used in certain legal arguments. The history of both the British Constitutional monarchy and the United States Constitution can be traced back to the Magna Carta.

SOURCE 3.21 King John, the King of England, signing the Magna Carta at Runnymede, 15 June 1215 CE. Colour wood engraving, 19th century

Spotlight

Robin Hood is a character from English folklore who lived in Medieval England. He is famous for robbing the rich to give to the poor and fighting against injustice so he is a symbol for heroism. Robin Hood was an outlaw, meaning he lived outside the law, because he was a thief and robber. He travelled around with his band of men and women including Maid Marion, Little John and Friar Tuck. Robin Hood stories have been told for around 600 years and his legend continues to be told in books and films today.

Did Robin Hood really exist? Find out by listerning to this podcast on OneStopDigital.

ACTIVITY

Source questions

Use source 3.20 to answer these questions.

1. What is this document about?
2. Is the document a legal document? How can you tell?
3. Is the document a primary or secondary source?
4. What are the meanings of the following terms: watch, strangers, passenger, hue and cry, felon. Hint: a dictionary might help you with some of the terms.
5. What happened to a suspected person if they escaped from the Sheriff?
6. What duties were local people ordered to carry out?

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Types of crime and punishment

As we have learned, Medieval European society was hierarchical; that is, groups of people were ranked above or below each other in social standing. Some people (at the top of the hierarchy) had many rights and much wealth and power; others (at the bottom of the hierarchy) had few, if any, rights and little or no wealth and power. The hierarchy also applied not only to 'classes' of people, but also to age and sex, where adults came above children in the hierarchy, and men above women.

The idea of a hierarchical society also applied to crime and punishment. Different types of punishment and torture were used for different crimes and this often depended on the victim's gender and social status.

Was a Medieval Englishman more likely to be murdered than a person in England today? Listen to the podcast on OneStopDigital to find out.

The ducking stool

The ducking stool was a form of torture used only on women, and more specifically on women who were punished for prostitution, witchcraft or being a 'public nuisance'.

Who	Crime	Punishment
A wife	Nagging	Ducking stool
Food vendor	Selling bad or rotten food	Dragged around the village with the food tied around their neck
Serf	Stealing firewood from the lord's forest	Payment of fine or extra work
Serf	The peasant's animals damaging the lord's crops	Payment of fine or extra work
Any class	Murder	Death (head would be chopped off or person would be hanged)
Any class	Treason	Death
Animal	Various; e.g. eating crops	Eviction, death or excommunication from the Church

SOURCE 3.22 Crimes and punishments in Medieval Europe

The ducking stool was a chair that was hung from the end of a free-moving wooden arm on a structure that was set up next to a river or pond. The woman was strapped into the chair, which would then be swung over the river and ducked into the cold water.

The amount of time the woman was left in the water depended on the crime for which she was being accused. The accused might be ducked once, being left under water for only a few seconds or for a longer period of time; or she may be ducked repeatedly for a whole day and left under water for different periods of time. Although the ducking stool was not meant to be a form of capital punishment, often the water was so cold that women died from this form of torture.

SOURCE 3.23 The ducking stool

Witchcraft

To be accused of being a witch and practising witchcraft often resulted in serious torture or death in the Middle Ages. Fears about witchcraft grew in the Late Middle Ages because people believed that witches had a pact with the devil, and superstition was widespread. By the end of the Middle Ages, many thousands of people accused of being witches had been executed, tortured, put in prison or banished from their land. Many of these were women, who were accused of using curses to create illnesses or cause the deaths of people or animals.

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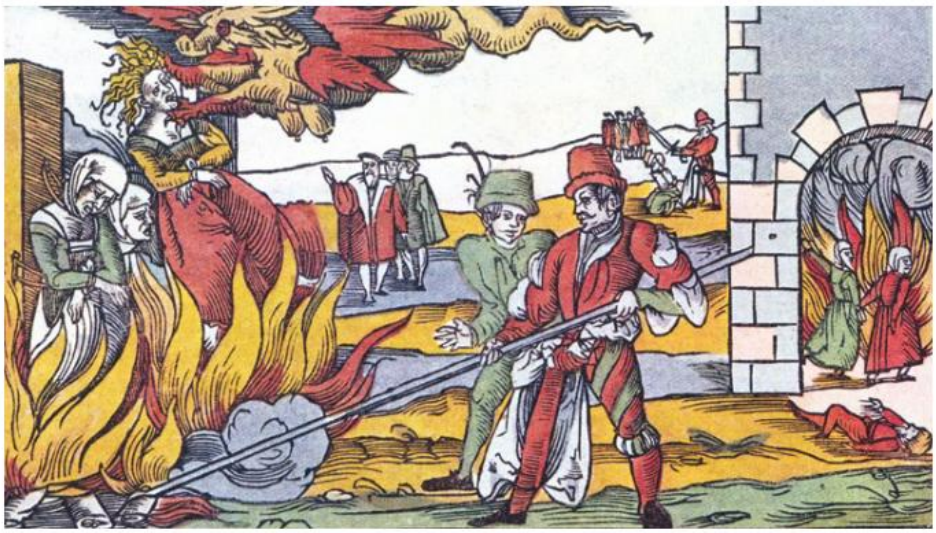

SOURCE 3.24 Medieval painting showing women accused of witchcraft burning to death

SOURCE 3.25 An indictment (prosecution) roll showing the accusations made in 1603 CE in the Hertfordshire (England) Assize Court against a woman named Agnes Whittenbery. The jury found her guilty of being a witch and she was hanged. The translated text follows.

17. Whittenbery, Agnes, wife of Robert Whittenbery of Aston, indicted for witchcraft. On 25 Mar. she bewitched Joyce Newland so that she languished until 31 Apr. (B)

On 31 May at Aston she bewitched to death 2 piglets (4s.) belonging to Francis Combes. (B)

On 31 Dec. at Aston she bewitched Thomas Hills so that he languished until 1 Mar. 1603. (B)

Guilty.

ACTIVITY

Source questions

Use source 3.25 to answer the following questions.

1 What is the government's attitude to witches?
2 What happened to people found guilty of witchcraft?
3 Who was Agnes Whittenbery?
4 In which year was Agnes found guilty?
5 What three things did Agnes Whittenbery do that caused her to be found guilty?

Apply your knowledge

1 Class discussion: Why do you think that contemporary society no longer uses the methods of torture employed in the Middle Ages?
2 Elise takes you to an English court of law in 1490 CE to see a crime suspect on trial. In your travel blog, explain the trial you witnessed. Who was the accused? What were they accused of? Were they found guilty? If so, what was their punishment?
3 Elise takes you to meet with a troubadour in the Middle Ages. He asks you to write him a song about crime and punishment in this period of time. Create a narrative (story) that you will set to music. When you have finished, present your song to the class and add the story to your blog.

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SOURCE 3.26 A food vendor who sold rotten food is dragged around the village with the food tied around his neck.

The following activities will help you get started.

a Research:
- **i** other forms of medieval crime and punishment not covered in this book
- **ii** a sound grab or section of music that you will use for your song. (You can find this on the internet.)

b Take notes on your research in point form.

c Think about the following questions while you are researching:
- What types of crimes were committed in the Middle Ages? Who committed them and why?
- What types of punishment and torture were given for particular crimes?
- How would you describe the form of punishment?

Changes in crime and punishment over time

It is difficult to know exact details of how crime and punishment changed over time in Medieval Europe. Records from court cases provide a lot of information but they only tell us about specific crimes and criminals—they do not give us a broad picture of the crime situation of that period. Documents did not record unreported crimes, and they do not tell us about crimes that never reached court.

Source 3.27 provides some statistics about the most common types of crime committed in European countries between 1300 and 1348 CE. These statistics are one of the only means we have of gaining a broad picture of crime at the time, and they only enable us to make general statements about medieval European crimes and punishments.

Crime	Percentage (%) of all offences committed
Theft	73.5
Murder	18.2
Receiving stolen goods	6.2
Arson, counterfeiting coins, rape, treason and all others	2.1

SOURCE 3.27 The most common types of crime in Europe between 1300 and 1348 CE

Besides statistics, there are other types of primary and secondary documentation from the Middle Ages that illustrate social and cultural attitudes towards crime and punishment. The images in sources 3.23, 3.24 and 3.26 reveal these attitudes and how they changed over time. Sources 3.23 and 3.26 show the community's involvement in systems of punishment, while source 3.24 shows the authorities burning women sentenced for witchcraft.

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In the early Middle Ages the main form of policing was the 'hue and cry', which meant that the community was responsible for law enforcement. Around the late 10th and early 11th centuries, the legal system changed and the king became involved, establishing a royal justice system. By the late Middle Ages, the Church became connected with the law, which led to the start of the court system and criminal trials.

ACTIVITY

Apply your knowledge

1 What types of things does the evidence in source 3.27 *not* tell us about Medieval European society?

2 In small groups, discuss your answers to question 1. Then write three research questions that you might ask to try to find out what the real crime situation was like during the European Middle Ages. Hint: think about the gender and ages of criminals.

3 When a lack of historical documents from a particular time means we cannot obtain an answer to a specific question (e.g. What was the crime situation in Medieval Europe?), this lack of information can actually give us hints about society in the period of history we are studying. Answer these questions in relation to crime in Medieval Europe.

a Why do you think there are few primary sources about crime statistics?

b What does the absence of evidence tell us about the priorities of society at the time?

The Black Death

The disease known as the Black Death was one of the greatest threats to people's lives in late Medieval Europe. It is difficult to know exactly how many people died from the Black Death in the peak of the disease, from 1347 to 1352 CE. One chronicler of the time estimated that it killed between 25 and 30 million people, which was around one-third to one-half of the population of Europe at the time; another chronicler put this figure at 90 per cent! These accounts are unreliable, but the most recent estimates put the figure at between 33 and 40 per cent of the population, and we do know for sure that the disease certainly decimated populations in Europe, Asia and Africa. The speed with which the disease spread was remarkable, and it terrified the Medieval Europeans. People were panicked and confused because they had no defence against the disease and did not understand what caused it.

Europe was devastated by the Black Death throughout the 1300s and it continued to take victims into the early 1400s. There were

SOURCE 3.28 *Burying plague victims in coffins at Tournai in 1349*, Flemish manuscript illumination, 14th century

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more outbreaks of the disease right up to the 18th century, but these outbreaks were infrequent and nothing like the original outbreak in the mid-1300s. The plague has never totally died out and even in 1995 there were some cases recorded in the United States.

Explore an interactive map showing the spread of the Black Death across Europe from 1347 CE to 1350 CE on OneStopDigital.
Click on the arrows to see the progression.

Consequences of the Black Death

The plague had a significant impact on Medieval Europe. It decimated populations both in towns and in the country. Because so many peasants died, there was a shortage of labour and therefore a loss in productivity.

However, the peasants who managed to survive the plague actually benefitted from it. Their services were in high demand because there were so few peasants available to work on the land. Some peasants prospered because they demanded higher wages from landowners who were desperate to purchase labour. Peasants found that they had more power and, as a result, their relationships with landowners and lords of the manors changed. Over time, this led to a breakdown of manorialism.

Key figures in Medieval Europe: Charlemagne

Charlemagne as King of the Franks

Historians believe that Charlemagne was born in 742 CE and died in 814 CE. Charlemagne became king of the **Franks** (who lived roughly in the area of modern France) in 768 CE and later became one of Europe's most successful rulers. Charlemagne expanded the Frankish Kingdom into an empire that included much of Western and Central Europe. He united Western Europe for the first time since the Romans, and in doing so began the formation of a European identity.

Charlemagne took over as king when he was 26 years old, after his father, Pepin the Short, died.

SOURCE 3.29 Portrait of Charlemagne by Albrecht Dürer, 1512 CE

He and his younger brother, Carloman, jointly ruled the kingdom of the Franks until 771 CE, when Carloman died and Charlemagne became sole ruler. People called Charlemagne 'Charles the Great', because he was a popular king and a good organiser, and he improved the way people were ruled. He was more than six feet tall, which was very tall for the times.

Charlemagne as Roman emperor

In 800 CE, Charlemagne was crowned Roman Emperor by Pope Leo III, a position he held until his death in 814 CE. Charlemagne supported the Catholic Church and fought to protect both the Church and the Pope. Charlemagne was an important emperor because he won a number of

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battles against armies that had been a threat to the Franks and to the Catholic Church.

During Charlemagne's rule, Europe underwent a cultural revival. He built churches and cathedrals; made the court system fairer by introducing a **jury system**; encouraged education and Christianity; and developed commerce and manufacturing.

Spotlight

A coin of Charlemagne

During his reign as king of the Franks, Charlemagne standardised the monetary system, to make it fairer and less open to abuse. He introduced a payment system using silver coins, and standardised the value of each coin.

SOURCE 3.30 One of Charlemagne's coins

ACTIVITY

Check your understanding

1 Who was Charlemagne?
2 Was Charlemagne a secular or religious ruler?
3 List three things that Charlemagne did to assist a cultural revival in Europe.

A biography of Charlemagne

After Charlemagne died, a man called Einhard, who worked in Charlemagne's court, wrote a biography of Charlemagne called *Vita Karoli Magni*. Historians believe *Vita Karoli Magni* was the first example of a biography written about a European king. Einhard's biography reveals aspects of Charlemagne's life and death, his character, his leadership and the impact he had on Europe in the Middle Ages.

Einhard's biography provides an insight into life and society in the Early Middle Ages. It is also revealing about the genre of biography during the era. Historians believe that most of the biographies written during the Middle Ages only present the subject in a positive light and only emphasise their good deeds. The biographies do not reveal the negative or bad things about a ruler because medieval biographers wanted to make their subjects look good in life and death. When we read medieval biographies, we need to be aware of this.

> Thus did Charles defend and increase as well, as beautify his, kingdom, as is well known; and here let me express my admiration of his great qualities and his extraordinary constancy alike in good and evil fortune ...

SOURCE 3.31 Extract from Einhard's *Vita Karoli Magni* about Charlemagne's private life (note that Einhard refers to Charlemagne as Charles in his biography)

SOURCE 3.32 An illustration from *Vita Karoli Magni*, a biography of Charlemagne by Einhard, 13th century

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ACTIVITY

Source questions

1 Read sources 3.31, 3.33 and 3.34 and then answer these questions.

   a What is Einhard saying about Charlemagne as a person and as a ruler in source 3.31? Is he writing in a positive or negative tone?

   b What are the qualities of Charlemagne described by Einhard in source 3.33 that you think would make Charlemagne a good leader? Find at least five of them and write them down.

   c List five things from source 3.34 that Charlemagne did to improve his empire and defend it from enemies.

   d What do the three extracts tell us about how Einhard presented his books?

   e As a class, discuss whether you think Einhard's biography of Charlemagne is a reliable source and give reasons why and/or why not.

Apply your knowledge

1 Do you know the difference between a biography and an autobiography? In pairs, discuss everything you know about these two types of publications and share your answers with the class.

2 Imagine that source 3.29 (portrait of Charlemagne) will be shown in a museum exhibition about Charlemagne, and that people have an application on their smart phones so that when they hold their phones next to the painting they receive a biography of Charlemagne on the screen of their phone. Your task is to create that biography, which must include a description of his life and achievements, and an image of him.

   Follow these steps to help you get started:

   a Make a list of things that you would need to include in a biography.

> Charles was large and strong, and of lofty stature, though not disproportionately tall (his height is well known to have been seven times the length of his foot); the upper part of his head was round, his eyes very large and animated, nose a little long, hair fair, and face laughing and merry. Thus his appearance was always stately and dignified, whether he was standing or sitting; although his neck was thick and somewhat short, and his belly rather prominent; but the symmetry of the rest of his body concealed these defects. His gait was firm, his whole carriage manly, and his voice clear, but not so strong as his size led one to expect. His health was excellent, except during the four years preceding his death, when he was subject to frequent fevers; at the last he even limped a little with one foot ... In accordance with the national custom, he took frequent exercise on horseback and in the chase, accomplishments in which scarcely any people in the world can equal the Franks. He enjoyed the exhalations from natural warm springs, and often practised swimming ... He used not only to invite his sons to his bath, but his nobles and friends, and now and then a troop of his ... body guard, so that a hundred or more persons sometimes bathed with him.

SOURCE 3.33 Extract from Einhard's *Vita Karoli Magni* about Charlemagne's personal appearance

> This King, who showed himself so great in extending his empire and subduing foreign nations, and was constantly occupied with plans to that end, undertook also very many works calculated to adorn and benefit his kingdom, and brought several of them to completion. Among these, the most deserving of mention are the basilica of the Holy Mother of God at Aix-la-Chapelle, built in the most admirable manner, and a bridge over the Rhine at Mayence, half a mile long, the breadth of the river at this point ... He began two palaces of beautiful workmanship—one near his manor called Ingelheim, not far from Mayence; the other at Nimeguen, on the Waal, the stream that washes the south side of the island of the Batavians. But, above all, sacred edifices were the object of his care throughout his whole kingdom; and whenever he found them falling to ruin from age, he commanded the priests and fathers who had charge of them to repair them, and made sure by commissioners that his instructions were obeyed. He also fitted out a fleet for the war with the Northmen ... he caused watch and ward to be kept in all the harbors, and at the mouths of rivers large enough to admit the entrance of vessels, to prevent the enemy from disembarking ...

SOURCE 3.34 Extract from Einhard's *Vita Karoli Magni* about Charlemagne's public works

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b Choose at least four subheadings to use in the biography. Hint: start with the date and place of birth of the person you are writing about.

c Be creative with the sources you find and include at least one book, one website, one image and one other source of your choosing.

d Think about the ways in which your biography would differ from Einhard's. Consider these questions. How will you present Charlemagne? Will you try to be objective and tell about the negative things as well as the positive? If you do want to be objective, what sort of information would you need to find out about Charlemagne?

Share your biography with the class when you have finished.

Legacies of Medieval Europe

The Medieval Period is one of the longest in European history. The thinking and discoveries of the Middle Ages have contributed to the development of modern-day Europe. The era has left important cultural, intellectual, architectural and artistic legacies that have laid the foundations for the development of modern society.

The architectural legacy of the Middle Ages is found in relics of medieval castles that can still be seen all over Europe. Intellectually, the period saw European and Islamic scholars build upon Ancient Greek and Roman traditions, and there were new inventions and developments in mathematics, science and technology. The first universities were established during the 11th and 12th centuries in Italy, France and England.

Another legacy of the Late Middle Ages is the development of nation-states headed by kings, such as the kingdom of England and the kingdom of France, which eventually contributed to the development of modern-day parliamentary systems of government.

The Medieval Era made a significant contribution to the development of tertiary education through the emergence of institutions such as Oxford University. It is not known exactly when Oxford University was founded, but there is evidence of teaching as far back as 1096 CE. In the early years of the university, there was no central building and classes were taught in both homes and public spaces. Today, Oxford University is the oldest university in the English-speaking world.

SOURCE 3.35 Oxford University in Oxford, England

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History challenges

Create a zine

A zine is a small publication that includes text and images. It is self-published and can be produced in a number of different formats, including as typed text, as a comic or as a hand-written publication.

Create a zine, either by hand or on the computer, about daily life in Medieval Europe.

1. Imagine that you are creating the zine for someone who does not know anything about Medieval Europe.
2. Some ideas for topics for your zine could include:
   - feudalism and the groups of people who lived and worked under the feudal system
   - the life of a medieval musician (either a troubadour or a minstrel)
   - the life of a Western scholar learning about Islam and Islamic culture and knowledge
   - the life and times of Charlemagne.
3. Share your zine with the class.

Write a play

1. Watch one of the 'Horrible Histories' episodes and create your own Horrible History play about daily life in Medieval Europe and then perform the play for the class.
2. You will need to think about the plot (story), the cast of characters and the costumes they will wear.
3. Suggestions for a plot could include:
   - feudalism and daily life on a manor
   - the life story of a character who is committed and sentenced for a crime they may or may not have committed
   - the life of a medieval musician (either a troubadour or a minstrel)
   - the life of a Western scholar learning about Islam and Islamic culture and knowledge
   - the life and times of Charlemagne
   - being ill during the Medieval Period
   - setting out on a Crusade
   - being excommunicated.
4. Suggestions for a cast could include:
   - Pope, king, tenant-in-chief, serf
   - a criminal and victim
   - a Western scholar
   - Charlemagne and Pope Leo III
   - an invalid.

Write an essay

Write an essay in response to the statement 'Medieval Europe was a terrible place to live'. Look at the History skills on page 26 in Chapter 1 to help.

Design a medieval castle

Create a model of your own medieval castle either by drawing it, constructing it out of craft materials or using a design program such as Google SketchUp.

1. Conduct some research in books and on the internet to find out more about castles in Medieval Europe. Go to OneStopDigital to help get you get started.
2. As you do your research, take notes that will help you plan your design. Hint: your research might include finding out about things such as castle features, how and what castles were used for, the materials they were made from and the types of people who lived in them.
3. Label each feature on your castle.
4. Don't forget to date your castle and give it a name.
5. Present your medieval castle to the class.

Answers to Check your understanding, Question 1 on page 70

1 a True
  b True
  c True
  d True
  e False (The world's largest cities were Constantinople and Baghdad. London was of the largest towns in Northern Europe)
  f False (Towns and cities were very dirty and people did not have a good understanding of health and sanitary conditions)
  g True
  h True
  i False (Knights often prayed four times a day: at dawn, at mid-morning, in the evening and again at bedtime)
  j True

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 4

The Ottomans (c. 1299–c. 1683 CE)

A young Turkish boy in traditional Ottoman costume, participating in the annual celebration of the Fall of Constantinople, known as Istanbul Conquest Day

HISTORY SKILLS

In this topic you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. Who were the Ottomans and how did they live?
2. What were some of the interesting features of Ottoman art and culture?
3. What power did the Sultan hold in the Empire?
4. Why was the conquest of Constantinople important?
5. How did the Ottomans treat their subject peoples?
6. What can we learn from the lives of significant individuals in the Ottoman Empire?

Introduction

Born in medieval times, this empire of the Ottomans disappeared only very recently, within the memory of many people still living today.

Donald Quataert, *The Ottoman Empire 1700–1922*, 2000

IN THIS CHAPTER we will be exploring written and artistic evidence about the Ottomans to learn about their society and its achievements. Although it was a Muslim Empire at its heart, the Ottoman Empire encompassed peoples of many different faiths, languages and ethnic customs. The written evidence consists of writings by the different peoples who made up Ottoman society. It also includes the writings of European, Arabic and other observers who saw Ottoman life from their own unique point of view. Artistic evidence, including patterned tiles, drawings, paintings and architecture, provide another window into the Ottoman world.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

caravan	a group of traders carrying goods over a long distance, usually on camels
fincan	a cup without a handle
firman	a royal decree issued in the Ottoman Empire
Franks/Frankish people	Europeans
husbandry	caring for animals or crops
imam	Islamic spiritual leader or scholar
imperial subjects	people who had the right to be protected by the sultan
infidels	unbelievers
kurus	Ottoman currency
Maria! Maria!	an exclamation of amazement, referring to Mary (Maria), the mother of Jesus in Christian belief
minaret	a tower placed near a mosque, from where a muezzin calls worshippers to prayer
Mongols	between the 13th and 17th centuries, the nomadic tribespeople of Central Asia; now, an ethnic group of peoples living in China, Russia and Mongolia
narghile	a water pipe used for smoking
negotiation	in this context, a discussion over prices that aims to produce an agreement
principalities	small kingdoms ruled by princes
Reconquista	a 700-year period, from 710 CE to 1492 CE, during which Christians conquered and expelled the Jews and Muslims from Spain and Portugal
semi-dome	a half-dome, split vertically
steppes	the treeless, grassland plains that stretch for 5000 kilometres from the western border of Hungary to the eastern border of Mongolia
zarf	a metal container with a handle

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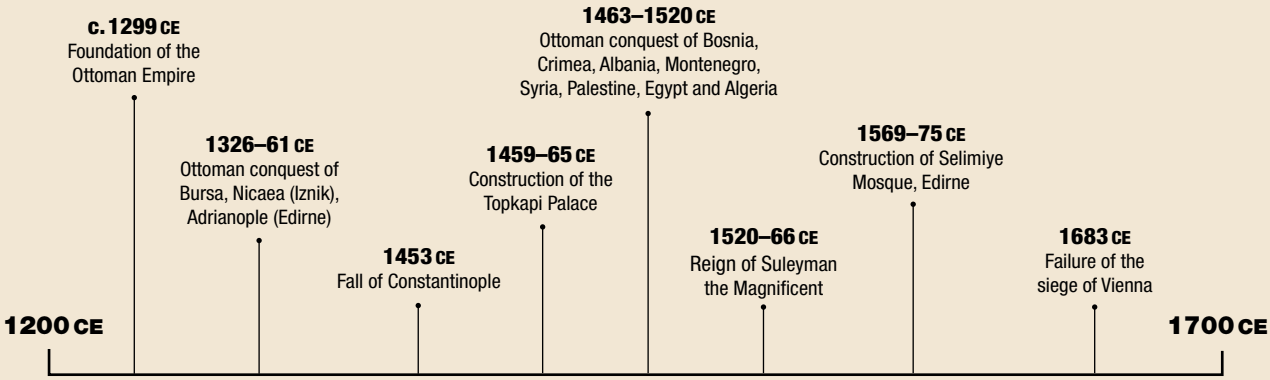
The Ottoman Empire, 1300–1683 CE

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Ottomans.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Ottomans.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Ottomans'. I'm Anton, and I'll be your tour guide. Enjoy your trip.

Who were the Ottomans?

The Turks were a nomadic people from the **steppes** of Central Asia. For centuries they had ridden their horses across the grasslands, looking for new pastures. But by the 12th century, Central Asia was in chaos. From the east, bands of **Mongols** were wreaking havoc. In the west, the once mighty Byzantine Empire was crumbling, attracting hordes of mercenary warriors who sought to plunder the old regime.

In 1299 CE, a Turk leader named Osman came to power. Osman's people decided to rename their tribe 'the Osmanli', after their leader. It is from this name that we get the word 'Ottoman'. In 1302 CE, Osman led his forces to victory against the Byzantine army near the town of Nicea (now Iznik in Turkey). This victory marked the beginning of a period of steady advancement westward. By 1359 CE, the Ottomans controlled most of Byzantium's former territory in northwest Anatolia. They conquered Constantinople, the last remnant of Byzantium, in 1453 CE. By the 1500s they had established one of the largest empires in the history of the world, and controlled vast areas of Eastern Europe, North Africa and the Middle East.

SOURCE 4.1 Osman I (1299–1324 CE)

The Ottoman Empire contained people of many different cultural and religious backgrounds, making it multiracial and multireligious. The Ottomans had a policy of tolerance towards the diverse peoples of their empire, which allowed them to continue

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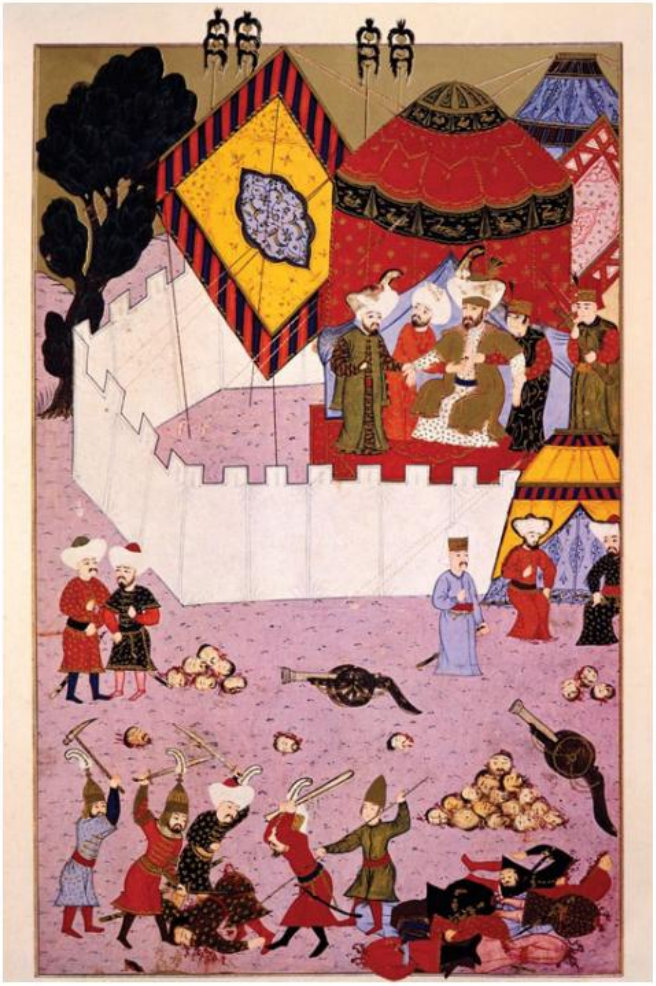


SOURCE 4.2 An Ottoman depiction of the Battle of Ankara (1402 CE)

expansion of their empire without having to deal with serious discontent in the newly conquered regions.

The Ottoman Empire endured until the modern era. Indeed, it was not until just after World War I that its 600-year existence finally came to an end.

The determination and ingenuity of the empire-building Ottomans provides us with an intriguing insight into life in the later Medieval Period and Early Modern Period. The Ottomans' legacy of ideas, art, literature and their societal organisation of a multicultural empire has much relevance for the world we live in today.

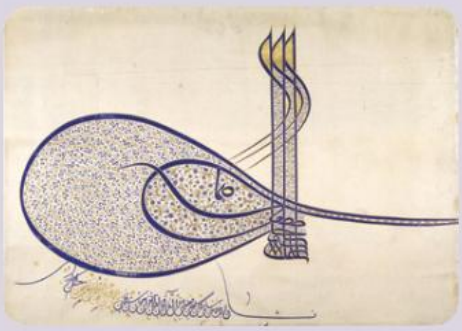
Go to OneStopDigital and play the Ottoman Empire game.

Can you locate all the cities and towns of the empire?

Spotlight

A tughra is a type of signature that was used by an Ottoman sultan to sign official documents. Sultan Orhan I (1324–61 CE), Osman I's son, was the first Ottoman sultan to use a tughra.

SOURCE 4.3
Orhan I's tughra



SOURCE 4.4 Tughra of Suleyman I, known as Suleyman the Magnificent, sultan of the Ottoman Empire from 1520 CE to 1566 CE

ACTIVITY

Check your understanding

1 Where does the word 'Ottoman' come from?

2 Look at the map and the timeline on p. 95. Copy and complete the table below to show which cities came under Ottoman rule in each period.

Period of expansion (CE)	Cities under Ottoman rule
1299–1351	
1351–1451	
1451–1481	
1512–1520	
1521–1566	
1566–1683	

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Source questions

1 The Battle of Ankara, fought between the Ottomans and the Mongols, was lost by the Ottomans, resulting in a brief check on their empire's expansion. What does source 4.2 tell us about the Ottoman perspective of the battle?

2 Complete the five Ws for source 4.5.

> Always widen the state by war. Because if a campaign is not held for a long time, a ... clumsiness appears on the braveness of soldiers; and on the knowledge, information and measure of commanders. Such persons who know better about the campaign die and inexperienced persons come instead of them. So many mistakes emerge and the state suffers much damage from this.

SOURCE 4.5 *The Testament of Osman I, addressed to his son Orhan* (c. 1324 CE). This text was written by Osman when he realised he was becoming too ill to continue governing his empire. It contains many pieces of advice for his son Orhan, who would succeed him.

3 List two reasons why, in source 4.5, Osman I advises his son to 'Always widen the state by war' and not to allow too much time between military campaigns.

Apply your knowledge

1 Name one reason the Ottomans maintained a policy of tolerance towards people of different religious and ethnic backgrounds.

2 Can you think of some other benefits of a multicultural state? Express your answer as a mind map.

3 Anton asks you to write a report for Revista Tours newsletter. In 200 words, explain what we can learn from the Ottomans and why the Ottoman tour should continue to be part of Revista's in-depth tour options. Add the report to your blog.

Life in the Ottoman Empire

The Ottoman Empire's geographical position meant that it was central to the main trade routes across Afro–Eurasia. There were always diverse peoples bringing new ideas and products into the empire. In addition, the vast expanse of the empire meant that it was exposed to many different cultural traditions. This led to the development of an exotic and complex society. The bazaar, the caravanserai, the coffee house and the bath house were just some of the many interesting aspects of Ottoman life.

The bazaar

The bazaar was a market that sold all sorts of valuable products. Spices from India, ivory from Africa, furs from Russia, precious silks and porcelain from China, silver and jewels from Persia (Iran), gold and timber from Western Europe and slaves from Africa, Europe and Russia were all sold at the bazaar. Merchants and travellers went to the Ottoman Empire to buy and sell goods at the bazaar.

The bazaar was housed in a hall covered by a domed roof, and there were many aisles of shops inside. Sometimes there would be more shops located outside the walls of the bazaar. Inside the bazaar, it was colourful, noisy and busy. Costly goods of all kinds were put on

SOURCE 4.6 Painting of Ottoman women buying silk at the bazaar, by Amadeo Preziosi, 1858 CE

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SOURCE 4.7 Shoppers at the spice market at Istanbul's modern-day Grand Bazaar

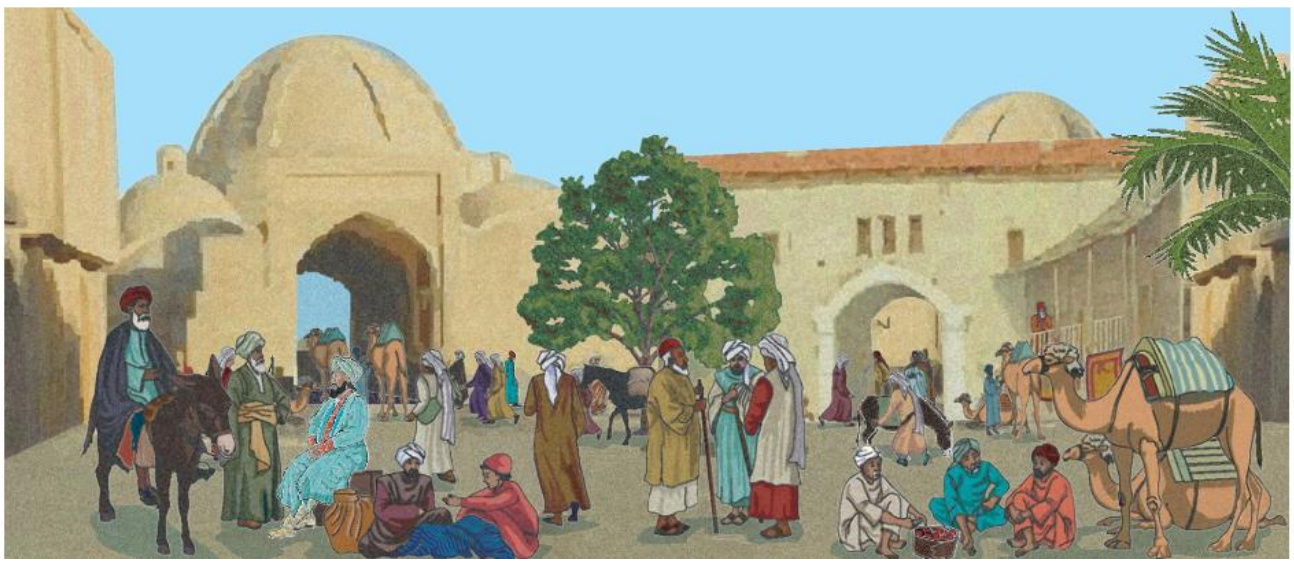
display to tempt buyers. Merchants announced the quality of their goods to attract the buyers to their shops and buyers argued about prices with the merchants.

Modern-day bazaars still exist throughout the Middle East.

The caravanserai

Merchants bringing goods to the Ottoman Empire travelled long distances for weeks with their goods loaded up on camel trains (**caravans**)—long lines of camels tethered together. In order to rest and recuperate during their journey, the merchants went to a 'caravanserai'. The word caravanserai means 'camel train palace'.

Caravanserais had been in use in the Islamic world since the 10th century. A caravanserai was a building complex with a square wall around the outside. The wall had a single gate that was wide enough to let through camels that were laden with goods. Inside there were several small buildings arranged around a central courtyard, including a mosque, stables, baths, kitchens, a barn, shoe repair workshops and sleeping rooms—everything the travelling merchant needed.



SOURCE 4.8 Travellers resting at a caravanserai

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ACTIVITY

Check your understanding

1 List five goods that could be purchased at an Ottoman bazaar.
2 Where was the bazaar held?
3 What was a caravanserai?
4 List five things that travelling merchants could do at a caravanserai.

Source questions

1 Complete the five Ws for source 4.9.

> There are several market-places in the city, but one must see the Great Bedestan [Grand Bazaar], which is a very large round hall, built all of free-stone, and enclosed with very thick walls. The shops are within round the hall ... and in these shops the most costly goods are to be sold. There are four gates into this hall, which are very strong, and shut every night ...

SOURCE 4.9 Jean de Thévenot was a French traveller who went to the Ottoman Empire in 1655 CE. In his book, *The Travels of Monsieur de Thevenot into the Levant* (1687 CE), he describes the Grand Bazaar.

2 What sort of goods does the author of source 4.9 tell us are sold at the Grand Bazaar? Quote words from the text to support your answer.
3 Security was very important at the Grand Bazaar. Find two pieces of evidence from source 4.9 that demonstrate this.

Apply your knowledge

1 Merchants from India and China travelled for many weeks to get to the Ottoman Empire's bazaars and faced many difficulties along the way. Food, water, health and safety all posed problems for the travelling merchant. Draw a table with three columns, titled 'Merchant', 'Camels' and 'Goods'. Make lists in the columns of all the things that could go wrong on the road with merchants themselves, their camels and their goods.
2 Your Revista Tour Guide, Anton, takes you for a walk through the Grand Bazaar in 1520 CE, at the height of the Ottoman Empire. Include this experience in your travel blog. Describe what you see, hear and smell. Consider what you have read in the text and the images in the sources to help you with your description. Discuss three things you bought and include images in your blog.

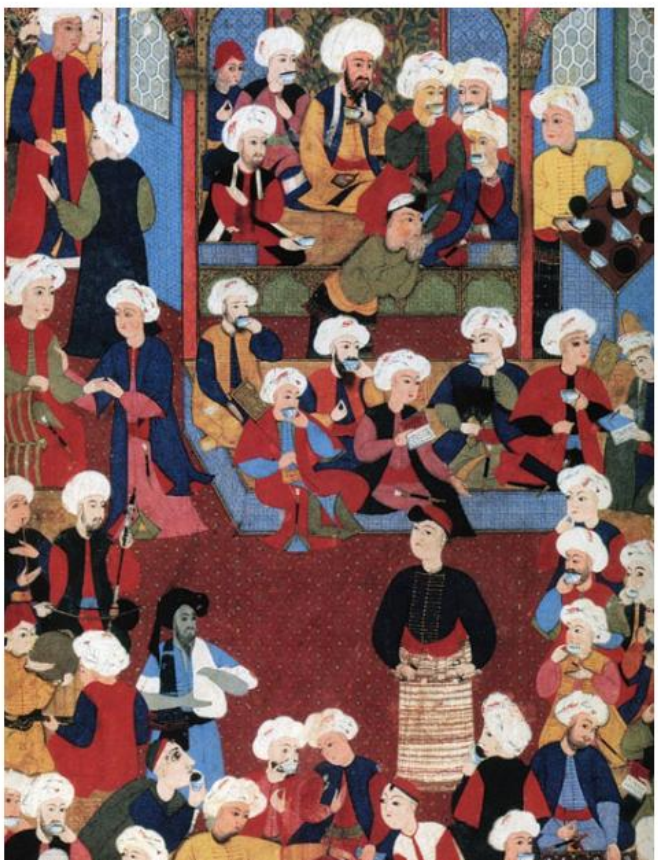
Social spaces

Ottoman towns did not have large public squares. Instead, people came together in smaller, intimate spaces—such as those provided by the coffee house and the bath house—to chat about politics, social issues and their lives.

The coffee house

The first coffee house in the Ottoman Empire was opened in Constantinople in 1554 CE. The coffee house became a place where men could come together and socialise in small groups—women were not permitted in coffee houses. The men drank coffee, smoked **narghiles** (water pipes), chatted, played games and discussed politics. The coffee was brewed 'Turkish style', and served in a **fincan** (cup) that was placed in a **zarf** (container).

When Sultan Murad IV came to power (1623–40 CE), he was not a popular leader and was horrified to learn that people were getting together in the coffee houses to complain about his reforms and strict reign. He ordered that all coffee houses be closed down. He declared that coffee was an



SOURCE 4.10 An Ottoman coffee house

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intoxicating substance and would therefore be banned under Islamic law. He also ordered severe punishments (even death) for anyone caught drinking coffee. On Murad IV's death in 1640 CE, the coffee houses were reopened.

> These were enlightened gentlemen who are lively and addicted to amusement. They could gather as groups of twenty or thirty in each coffee house. Some of them reading books, discussing rules of good manners, as others were playing chess or backgammon. Some brought their newest poems or discussed art.

SOURCE 4.11 The *Tarih-i-Pecevi* (Pecevi's History) is a chronicle of the Ottoman Empire from 1520 CE to 1640 CE. It was written by Ottoman historian Ibrahim Pecevi. In this part of his chronicle, Pecevi wrote about what people did at the coffee house.

The meddah

A meddah was a storyteller who entertained men in a coffee house. The meddah acted out the story he was telling, performing all the different characters' voices, and using props such as different headwear or scarves to indicate characters. The story usually contained a moral or a piece of wisdom.

Meddahs travelled between various cities and towns. In the Ottoman Empire, meddahs told Nasreddin Hodja stories and love stories, such as *Ferhat and Sirin*, the tragic tale of a craftsman named Ferhat who falls in love with the Queen's sister, Sirin. Meddahs also told stories about real events that had happened at the time or long ago.

SOURCE 4.12 A meddah telling stories in a coffee house

The bath house (hamam)

Most Ottoman houses did not have a bathroom or plumbing. Instead, people went to a bath house (or hamam), located near the centre of the town. Hamams were not only for bathing. They also had an important social role in the Ottoman Empire: they were a place where people could meet and chat. Some of the hamams built in the 16th century were spectacular complexes. One such example is the Cemberlitas Hamami, built in 1584 CE in Constantinople (Istanbul) and still standing today.

A typical hamam consisted of three rooms: a hot room, a warm room and a cool room. Bathers would first enter the hot room, which had a large, domed roof decorated with small glass windows. It contained a large marble stone in the centre for customers to lie on, where they soaked up the steam and received a massage. After their massage, bathers made their way to the warm room, where they washed. Finally, bathers entered the cool room, where they relaxed and chatted with their friends.

Large hamams contained separate quarters for men and women. In smaller hamams, men and women used the same quarters, but at separate times.

ACTIVITY

Check your understanding

1. Who went to the coffee houses?
2. List four activities that took place at a coffee house.
3. Why did Sultan Murad IV close down the coffee houses?
4. What was a meddah?
5. What types of stories were told in coffee houses?
6. What was the bathing routine in a hamam?

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Source questions

1. Complete the five Ws for source 4.11.
2. What sort of people went to the coffee houses, according to source 4.11?
3. In Australia, coffee is served in cafes and restaurants. Draw up a table comparing the types of activities enjoyed in Ottoman coffee houses and Australian cafes/restaurants, using information contained in the sources as well as in the text.

Apply your knowledge

1. From your reading of the text, draw a basic floorplan of a large Ottoman hamam.
2. Draw up a table with two columns, headed 'Advantages' and 'Disadvantages'. Write down the advantages and disadvantages of discussing political and social issues in small quiet spaces, rather than in public town squares.
3. Anton takes you to a coffee house in 1554 CE to see a meddah perform. Write about the decor of the coffee house and what you ate and drank, and describe the performance you saw.
4. Conduct some research to find a short Turkish or Arabic story (such as a Nasreddin Hodja story). Perform it for your class, 'meddah style', using different voices and props for each of the characters.

Spotlight

Nasreddin Hodja was a Sufi wise man who was believed to have lived in Anatolia during the 13th century. He was well known for his funny stories and moral tales.

The Ottoman social structure

Men in the Ottoman Empire

Apart from the nobility, Ottoman men were divided into five social classes:

- Men of the pen: scientists, lawyers, architects, intellectuals
- Men of religion: **imams**, judges
- Men of the sword: soldiers
- Men of **negotiation**: merchants, artisans, craftsmen, tax collectors
- Men of **husbandry**: farmers, herders

SOURCE 4.13 Illustration of Ottoman scientists from a 1581 CE Ottoman manuscript

Most boys received a primary school education. In general, it was the sons of the upper classes who furthered their education to high school or university (madrasa).

Women in the Ottoman Empire

The lives of Ottoman women were strongly controlled by religion and law, which determined their movements outside the home, their clothing, and what they did with their lives. Most Ottoman women stayed indoors doing household chores and caring for their children. Wealthy women might spend their time at home supervising servants, doing embroidery, weaving or playing music.

Women were able to work outside the home only if their work did not involve contact with men. Many women worked as weavers or embroiderers. Indeed, since carpets, embroidered cloth and woven fabric were the main trade

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products of the Ottoman Empire, women played a vital role in the economy. Women were also able to work in the medical profession, helping, healing and performing surgery for other women.

In general, girls did not go to school, but upper-class girls might receive an education in music and dancing. All girls were expected to get married from the age of 12 or 13. A girl's parents, along with the parents of her future husband, would arrange the marriage.

While Ottoman women were controlled and restricted in many ways, they enjoyed more legal and cultural freedoms than many other women in Europe and Asia. Ottoman women were considered **imperial subjects** and were allowed to own property, appear in court and appeal to the sultan if they felt that an injustice had been done to them.

Slaves

Many thousands of people were enslaved by the Ottomans. Most of these were Slavs from Russia and the Ukraine (the English word 'slave' is derived from 'Slav'). Others were Europeans captured around the northern coast of the Mediterranean Sea; or Africans, taken from North Africa. People who had been captured were then taken to slave markets in the Ottoman Empire and sold.

The devsirme

Every few years, Ottoman soldiers went into the Christian areas of the empire—such as Albania, Greece, Serbia and Croatia—where they rounded up about 20 per cent of the young boys aged between eight and 20. This round-up was known as the 'devsirme', or gathering. Most Christian parents dreaded the devsirme, and did all they could to protect their children. There were, however, some poor Christian families who offered their sons to the devsirme, so that the boy could have the chance to obtain an education and a better life than he would otherwise have had.

The boys captured in the devsirme were forced to convert to Islam and were given an Islamic name. Some were chosen to train as government officials; others were given military training. By the age of 25, they were ready to serve the sultan. Boys captured in the devsirme could and

Spotlight

The Janissaries were the sultan's elite military force, made up of men who had originally been captured as boys in the devsirme. The Janissaries were unique in the Medieval Period—they were the first army to wear a uniform, the first to be paid a salary and the first to march to music. The Janissaries were regarded as the most fearsome warriors of the Ottoman Empire.

SOURCE 4.14 Modern-day Janissary band wearing traditional costume playing for tourists in Istanbul

SOURCE 4.15 Boys captured in the devsirme for Sultan Suleyman I, from a painting by Ali Amir Beg, 1558 CE

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did attain positions of power and influence in the empire, so that some of the most influential people in Ottoman history started out as mere slaves.

ACTIVITY

Check your understanding

1 Who were 'men of negotiation'?
2 What work were women allowed to do outside the home?
3 From what countries were Ottoman slaves captured?
4 What was the devsirme?

Source questions

1 Look at source 4.13. What class would these men belong to? Give a reason for your answer.
2 Look at source 4.15. Identify the following, and give reasons for how you identified each.
   a Sultan Suleyman I
   b The court scribe
   c The captured boys
   d The men in charge of the devsirme
   e The crowd
3 a Read source 4.16. What rights did Ottoman women have, according to this source?
      A The right to own property, to appear in court and to give evidence under oath
      B The right to own vineyards and to marry
      C The right to own property, but to be represented in court by a man
      D The right to own property, to appear in court, but not to give evidence under oath

Gul Ana bint Ugurlu ... of Bektas sets forth a claim in the presence of [Judge] Isa ibn Mehmed: 'My husband Kutluseh Iskender sold one of my vineyards without my permission. I want it.' Kutluseh admits having given Gul Ana the vineyard ... and then having sold it unlawfully for 17 kurus. [Judge] Mehmed asks that Kutluseh and Gul Ana take oaths that she was not consulted in the sale, and they do. Then the vineyard is ordered restored to Gul Ana.

SOURCE 4.16 Ottoman Court Records, 1600–1625 CE

   b According to the judge's orders, what is to be done with Gul Ana's vineyard that her husband Kutluseh has sold?

Apply your knowledge

1 Which of the five social classes would men who had attended a madrasa belong to?
2 Why was women's work important to the Ottoman economy?
3 Anton takes you to the home of a local family in 1550 CE. Choose one person (wife/slave/husband/child) to observe for an hour and write about their activities over that hour in your blog.

The role of the sultan

The sultan lived in a grand palace and had a great deal of power in the Ottoman Empire. He made the final decision about whether or not the empire went to war, what secular laws the people had to follow and what taxes they paid.

SOURCE 4.17 Portrait of Sultan Selim II (1524–74) hunting with bow and arrow, c. 1500s CE

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SOURCE 4.18 The most famous of all the sultans' palaces is the Topkapi Palace (in Istanbul), first built between 1459 CE and 1465 CE. It is a large complex of buildings that includes the sultan's private quarters, pavilions, kitchens, mosques, an audience chamber and baths, surrounded by a high wall.

He could also decide how much money was spent on his soldiers, on grand buildings, on his clothes, on palaces and on entertainment.

At the same time, the sultan was seen as responsible for his subjects' prosperity. He was expected to lead his troops into battle. As a Muslim ruler, he also had to uphold Islamic law.

Spotlight

When a sultan died, his sons fought each other for the throne. The winner of these battles became the new sultan. A new sultan might end any further competition for his throne by having all his brothers killed. The reign of Sultan Mehmet III (1595–1603 CE) began with the murder of his 19 brothers!

Governing the empire

The grand vizier

The grand vizier was the highest-ranking government official in the Ottoman Empire and was chosen from among the empire's top government officials. The grand vizier headed the sultan's divan (council), which met every four days to issue the sultan's latest laws.

The ulema

The ulema was a group made up of religious scholars, administrators and judges. If the sultan wanted to change the law, he first had to submit his new ruling to the ulema before the law could be passed. The members of the ulema made sure that the sultan's laws conformed to Islamic law.

The governors

The empire became more difficult to govern as it expanded in size. The Ottomans did not have the modern methods of communication and transport that we do today—in those times it might have taken several weeks for a message to reach the provinces from the capital. To solve this problem, the sultan appointed members of the Ottoman nobility as governors to rule the outer provinces of the empire on his behalf.

The role of imperial women

The mother of the reigning sultan was known as the Valide Sultan. The Valide Sultan was the most powerful woman in the empire. She was responsible for guiding her son, and would even persuade him to change his mind if she thought he had made a bad decision.

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From the late 16th and throughout the 17th centuries, women of the sultan's household had a lot of power and influence in the empire. This period is known to historians as 'the Sultanate of Women'. Many of the sultans during this time came to the throne when they were very young, and their mothers, the Valide Sultans, ruled in their place.

SOURCE 4.19 The sultan's audience chamber in Topkapi Palace, where he met important Ottoman dignitaries and foreign ambassadors

Visit OneStopDigital to go on a virtual tour of the modern-day Topkapi Palace.

Design a smartphone app for the palace that includes information about when the palace was built, some of the buildings in the palace complex and other interesting features.

ACTIVITY

Check your understanding

1 Draw a mind map to show the sultan's powers and responsibilities in the Ottoman Empire.
2 What was the grand vizier?
3 What did the governors do?
4 Why did the sultan appoint governors?
5 a Who was the Valide Sultan?
  b What role did she play in the sultan's court?

Source questions

1 What is the portrait in source 4.17 trying to show us about Sultan Selim II? What aspect of his role does it reflect?
2 Look at source 4.19. How would a foreign ambassador feel when meeting the sultan? Give reasons for your answer.

Apply your knowledge

1 Draw a four- or five-frame cartoon called 'The sultan's new law', to explain how the sultan would get a new law passed.

Significant achievements of the Ottomans

The fall of Constantinople

Sultan Mehmet II (1451–81 CE) was determined to have Constantinople for the Ottoman Empire. Mehmet II began his attack on Constantinople on 6 April 1453 CE.

There were two problems to overcome if the attack was to succeed:

- the walls
- the heavy iron chain across Constantinople's harbour that blocked enemy ships from entering from the Bosporus Strait.

The walls

The Byzantines hoped that their strong walls would hold, as they had done so many times before. The Ottomans had brought a number of bronze cannons with them to blast down the walls. One of these was so large that it took 60 oxen to move it. This enormous cannon was used to fire cannon balls of up to 63 centimetres in diameter. Cannons were first invented in Medieval China. They would have a profound effect on siege warfare by the end of the Medieval Period.

SOURCE 4.20 This cannon, known as the Dardanelles Gun, was made in 1464 CE by Munir Ali. It is believed to be based on the cannon made for the siege of Constantinople.

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The iron chain

When they tried to enter Constantinople's harbour from the sea, the Ottoman fleet was unable to get past the heavy iron chain that was laid across the harbour. The Ottomans instead landed in Galata, a region in western Constantinople, and constructed a 'road' of greased logs across the region. They then pulled their ships up onto the logs and rolled them across the land and into the harbour, inside the perimeter of the chain. From here the Ottoman fleet was able to stop the Byzantines and their allies bringing supplies across the Golden Horn and into the besieged city.

SOURCE 4.21 *Entry of the Turks of Mehmet II into Constantinople, 29th May 1453*, by Jean-Joseph Benjamin-Constant, 1876 CE

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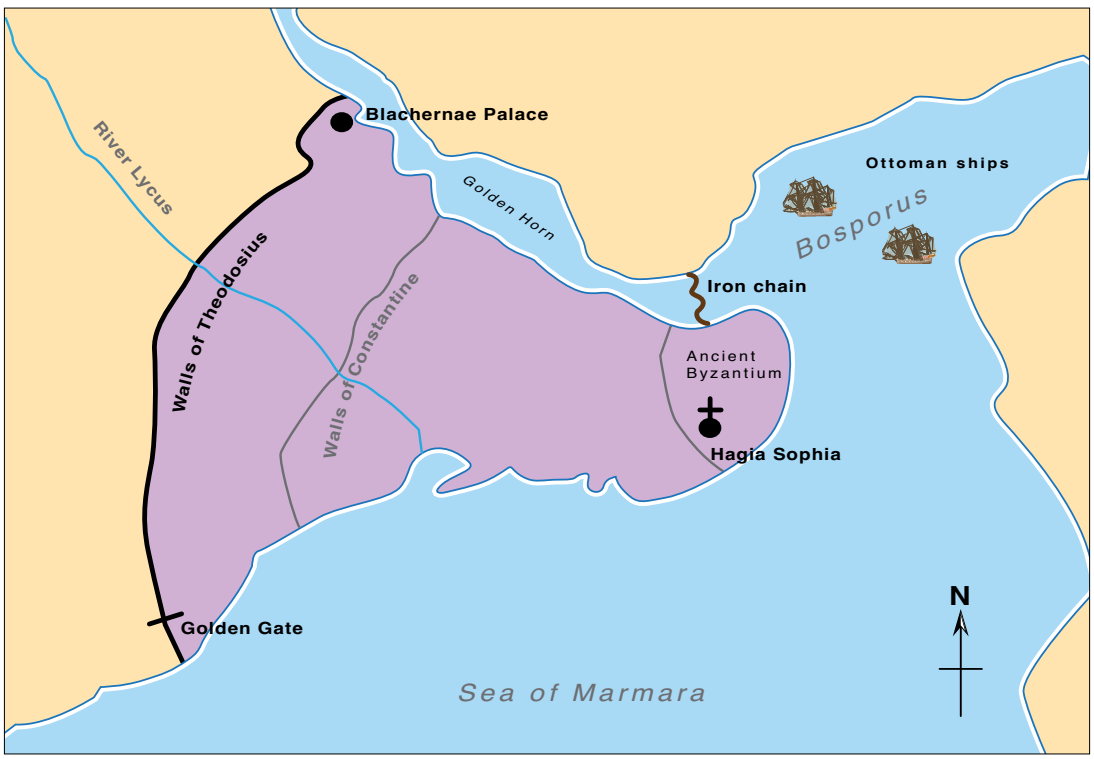
The final assault

After seven weeks of siege, the Ottomans began their final assault on Constantinople. They concentrated their troops on the section of the Theodosius walls near Blachernae in the north-west of the city. The Ottomans finally managed to break through the walls and a wave of fighters charged in. The Byzantine defence collapsed. Sultan Mehmet II allowed his troops to loot the city for three days. During this time, thousands of Constantinople's citizens were massacred. Mehmet II then issued a firman to end the looting and the violence.



SOURCE 4.22 The siege of Constantinople

Spotlight

After his capture of Constantinople, Mehmet II was known as 'Fatih' (the Conqueror). The title 'Fatih' gave Mehmet II tremendous prestige in the empire, a situation of which he took full advantage. He seized religious properties to raise money for his wars of expansion, and none dared oppose him. He also took land from Ottoman nobles and they were too frightened to complain. He conquered Serbia, the Karaman Turks and the Genoese colonies in the Crimea.

In 1481 CE, he sent his fleet to invade Italy. The Ottomans had almost reached Rome when Mehmet II died unexpectedly. His army was forced to return home.

SOURCE 4.23 A portrait of Sultan Mehmet II

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ACTIVITY

Check your understanding

1 Copy the map in source 4.22. Then, using the text, label and illustrate the map with arrows to show the following features of the battle: attack on the walls; break-through point of the wall; route of Ottoman ships into the harbour.

Source questions

1 Complete the five Ws for source 4.24.

> The location, the history, as well as the symbolic importance of Constantinople, led its conqueror, Mehmet II, to make it his new capital.

SOURCE 4.24 Théoharis Stavrides, a Greek historian, made this observation in his history of the Ottoman Empire in *The Sultan of Venice* (2001)

2 What was the symbolic importance of Constantinople?

- **A** It was a crumbling ruin
- **B** It had been a great and powerful Christian city for 1000 years and had now been conquered by the Ottomans for Islam
- **C** It had once been an Ottoman city and had now been retaken by the Ottomans
- **D** There were interesting symbols drawn on the city walls

3 Why did Mehmet II want to make Constantinople his new capital?

Apply your knowledge

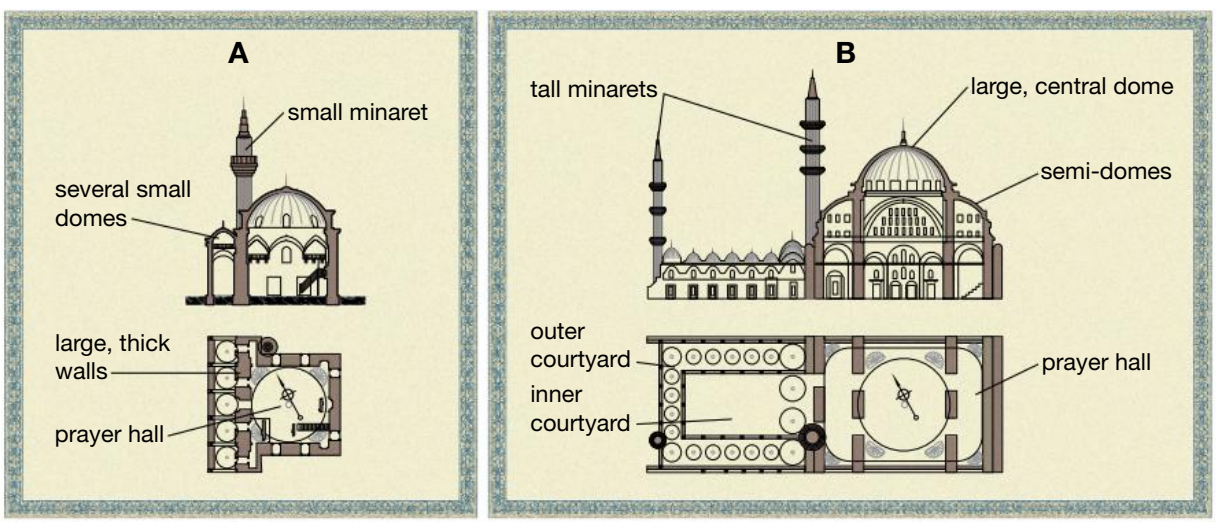
1 Using information from the text and sources 4.20–4.22, write a speech for Sultan Mehmet II to give his troops following the conquest of Constantinople.

2 Anton has taken you to the time of the siege of Constantinople. He takes you inside the city walls, where you meet the besieged citizens of Constantinople, and then to an Ottoman tent pitched outside the city walls, where you meet some of Mehmet II's soldiers. In your travel blog, write a description of what you see and hear a) in the besieged city and b) in the Ottoman tent (200 words each). Think about how the people in each location are feeling and what they might be talking about.

Architecture in the Ottoman Empire

Building design, or architecture, in the Ottoman Empire was inspired by many different cultures, especially those of Persia and Byzantium. Important features of Ottoman architecture include domed roofs, large inner spaces, columns, an emphasis on height and the use of light and shadow.

Mosques were the most important buildings in the Ottoman Empire. All mosques were built in a grand monumental style to emphasise their significance to the society. After they conquered Constantinople, the Ottomans began to build mosques that were similar in design to the Byzantine Hagia Sophia Church. They also started to add more **minarets** and windows, and more impressive entrance courtyards.



SOURCE 4.25 This drawing shows a side view and floor plan of two mosques. Mosque A is a typical plan for a mosque built in 1299–1450 CE (Bursa Period). Mosque B is a typical plan for a mosque built after 1450 CE (Classical Period).

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The Selimiye Mosque

The Selimiye Mosque was built in the city of Edirne between 1568 CE and 1574 CE by the great Ottoman architect Mimar Sinan, in honour of Sultan Selim II. It still stands today.

Its most spectacular feature is a large octagonal dome supported by eight columns of marble and granite. The four **semi-domes** surround and support the central dome, allowing for a large, airy, elegant space under the central dome. There are four minarets at the corners of the prayer hall. The minarets take some of the weight of the central dome. At 83 metres high, the minarets are among the tallest in the Islamic world.

SOURCE 4.26 The Selimiye Mosque at night

SOURCE 4.27 Interior view of the Selimiye Mosque dome

The entrance to the mosque is through a large courtyard. A marble reservoir, where worshippers wash themselves before entering the mosque, is situated in the centre of the courtyard.

Inside the mosque, the walls and arches are painted a pale red colour. Glazed blue tiles cover the prayer hall. Windows at the top of the walls allow the mosque to be flooded with light, which in turn brings out the beautiful calligraphy written along the walls.

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ACTIVITY

Check your understanding

1 List three features of Ottoman architecture.

2 What is the most striking feature of the Selimiye Mosque?

3 Name two important aspects of the minarets on the Selimiye Mosque.

4 How is the Selimiye Mosque decorated inside?

Source questions

1 Look at source 4.25. Draw a table with two columns titled 'Bursa Period' and 'Classical Ottoman Period'. Write down the typical features of mosques from these two periods.

Read source 4.28 to answer questions a–c.

2 Read source 4.28 below.

> The humble writer of these lines once himself saw ten **Frankish infidels**, skilful in geometry and architecture ... each bit his finger from astonishment when he saw the minarets; but when they beheld the dome they tossed up their hats and cried **Maria! Maria!** ... they could not find terms to express their admiration ...

SOURCE 4.28 Evliya Celebi was a 17th-century Muslim Ottoman traveller. He wrote an account of his travels in the *Seyahatname* (*Book of Travels*). In 1630 CE, Celebi visited another of Mimar Sinan's mosques: the Suleymaniye Mosque. Celebi wrote about the reaction of some European visitors to the mosque.

a Complete the five Ws.

b Why do you think Celebi calls the Frankish people 'infidels'?

c This source tells of an event from one point of view. Whose perspective is it?

- A the perspective of a Muslim architect
- B the perspective of a proud Ottoman Muslim
- C the perspective of the 10 Christians
- D the perspective of a woman named Maria

Apply your knowledge

1 Anton takes you to the Selimiye Mosque on today's date. You see the Mosque as it is shown in the virtual tour (go to OneStopDigital for details). In your travel blog, write an account of your visit (200 words). Remember to add some pictures, too!

Art and design in the Ottoman Empire

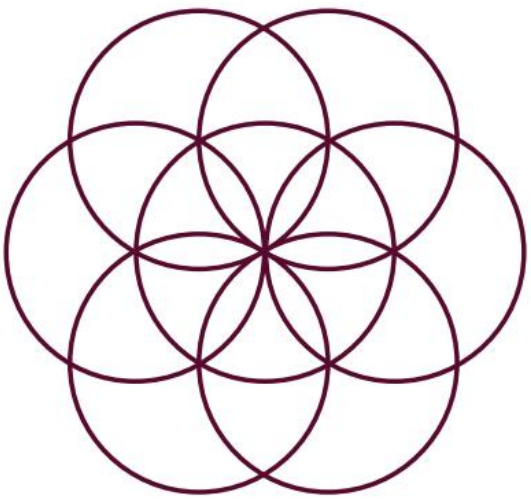
Geometric patterns

Geometric patterns form the basis of some of the most exquisite Islamic religious art in the Ottoman Empire. Continuous repetitive geometric patterns have a special religious meaning: they are meant to represent the infinite nature of God.

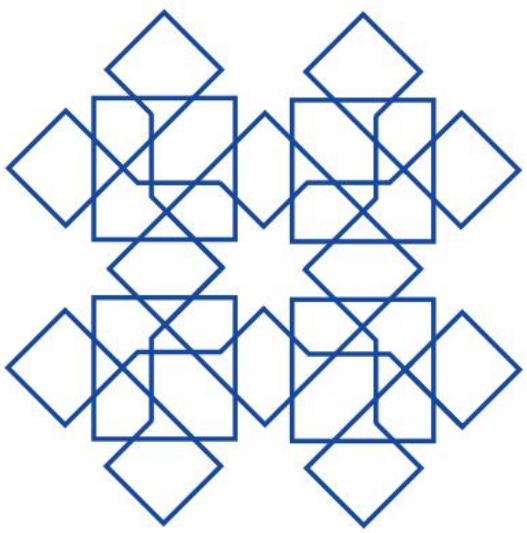
There are four basic shapes, known as 'repeat units'. The four repeat units are:

- circles and intersecting circles
- squares
- stars (made of squares and triangles)
- polygons.

More complicated patterns are built from the repeat units.



SOURCE 4.29 Circle repeat units



SOURCE 4.30 Square-and-star repeat units

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Iznik tiles

In the 15th century, the city of Iznik became a centre for ceramic production. Plates, bowls, pitchers, cups, vases and other household items were all produced at Iznik, as were beautifully patterned blue and white ceramic tiles. The Ottomans used huge quantities of these patterned tiles to decorate their mosques, palaces and other buildings.

At first, Iznik ceramics were closely modelled on Chinese ceramics, both in colour (blue and white) and decorative patterns. By the mid-16th century, however, the potters at Iznik had developed new, vibrant colours for their tiles, including turquoise, mauve, purple, green and red. In addition to the standard geometric patterns, new motifs began to emerge, such as flowers, fruit and trees.

SOURCE 4.31 Patterned tiles

SOURCE 4.32 Iznik tiles in the Topkapi Palace

ACTIVITY

Check your understanding

1. What are the four repeat units?
2. What is the city of Iznik known for? Give examples of the products made at Iznik.
3. Name two new developments in tile design that occurred in the 1500s.

Source questions

1. Look at source 4.31. What repeat units can you see in the tiles?
2. Look at source 4.32. The Topkapi Palace was built in 1459 CE and has been renovated and expanded many times since then. When do you think these tiles were likely to have been made?
   - **A** about 1459 CE
   - **B** sometime around 1550 CE
   - **C** in the early 1300s
   - **D** about 1500 CE

   Give a reason for your answer.

Apply your knowledge

1. See if you can design your own geometric patterns using sources 4.29 and 4.30 as a base.

Relationships with subject peoples: tolerance

The Ottoman Empire's tolerance of religions other than Islam was a notable achievement in the Medieval Period. In contrast, European states actively persecuted religious minorities. During the **Reconquista** in Spain, thousands of Jews and Muslims fled to the Ottoman Empire, where they were welcomed as refugees, regardless of their religion.

People of the Book

In Islamic tradition, tolerance and acceptance is extended towards 'People of the Book'. People of the Book are non-Muslims who belong to a religion that has a holy book, such as Christians (the Bible) and Jews (the Torah). From the 7th century, People of the Book living in a Muslim Empire were entitled to protection

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from their Muslim rulers. This protection was known as the 'dhimma' and the protected people were known as the 'dhimmis'. Dhimmis were allowed to practise their own religion, keep and maintain their holy places and choose their own religious leaders. They were also to be protected from persecution. In return for this protection, dhimmis were expected to pay extra taxes and were forbidden from promoting this religion. Overall, dhimmis had significantly fewer legal and social rights than Muslim subjects, but more rights than other non-Muslims who were not dhimmis. The dhimma was a system of tolerance, rather than equality.

During the Ottoman Empire's existence there were certainly occasions when the requirements of the dhimma were not upheld. There were also examples of deliberate discrimination against non-Muslims, such as the devsirme. Nevertheless, the Ottoman Empire managed to exist as a relatively peaceful multi-religious society for 600 years.

The millet system

In the Ottoman Empire, each non-Muslim community was allowed to govern itself. This arrangement was known as the 'millet system'. There were three main millet communities in the Ottoman Empire: the Jewish community, the Greek Orthodox Christian community and the Armenian Christian community. Each millet was headed by its own religious leader—a chief rabbi for the Jewish millet and patriarchs for the Greek and Armenian communities. The religious leader was elected by their millet community and acted as an intermediary between the millet community and the sultan.

Millet communities were responsible for the collection of their own taxes and the administration of their schools. Millet members could own property and had their own courts to deal with personal matters between members of the community (such as marriage and inheritance). Although millet communities could not promote their faith within the empire, they were able to send missionaries elsewhere.

SOURCE 4.33 This mosaic, made in the 1700s, shows Mehmet II giving Gennadius Scholarius (Greek Orthodox Patriarch of Constantinople, 1454–64 CE) a document guaranteeing the protection of the Orthodox Church in the Ottoman Empire.

ACTIVITY

Check your understanding

1. Who were People of the Book?
2. What was the dhimma?
3. What were dhimmis expected to do in return for protection?
4. Name the three main millet communities in the Ottoman Empire.

Source questions

1. What does the mosaic in source 4.33 tell us about relations between Christians and their Ottoman rulers?

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2 From your knowledge of the Ottoman Empire, what event does source 4.34 describe?

> Think of the heart-rending sorrow! ... What grief these Christians experience on account of their children who are separated from them while alive and how many mothers say, 'It would have been better to see them dead and buried in our church, rather than to have them taken alive in order to become Turks ...'

SOURCE 4.34 Extract from a letter written in 1585 CE by Greeks Andre Argyros and John Tholoites to Martin Crucius. Crucius was a professor at the University of Tubingen, Germany, who was sympathetic to the plight of the Greek people living under Ottoman rule.

3 In source 4.33, which figure is Mehmet II and which one is Gennadius Scholarius? List the reasons for your answer. Discuss your answer in class.

Apply your knowledge

1 Draw a table with two columns titled 'Non-Muslim rights' and 'Non-Muslim expectations'. Fill in the columns with all you know about the rights and expectations of non-Muslim communities in the Ottoman Empire.
2 What were the religious reasons for setting up millet communities in the Ottoman Empire?
3 Can you think of any practical advantages to promoting religious tolerance in the Ottoman Empire?

Suleyman I: Suleyman the Magnificent

Suleyman I came to the Ottoman throne in 1520 CE, as the 10th sultan of the Ottoman Empire. He reigned for 46 years, until his death in 1566 CE. In that time, Suleyman led the Ottoman army into 13 major campaigns to expand Ottoman territory, conquering Hungary, Rhodes, Baghdad and Tripoli. His conquest of large areas of the Middle East brought the holy cities of Mecca, Medina and Jerusalem under Ottoman control. He even marched his army to the gates of Vienna.

SOURCE 4.35 *Suleyman the Magnificent*, artist unknown, c. 1530–40 CE

The Europeans dubbed Sultan Suleyman I 'the Magnificent' because he was not only a formidable military campaigner; he was also a poet and a patron of the arts. He commissioned the construction of great buildings throughout the empire, many of which still stand today. The Ottomans, however, gave Sultan Suleyman I a different name: 'Kanuni' (the lawgiver).

Suleyman the Magnificent's laws

Suleyman I undertook a major law reform for the Ottoman Empire. He studied all the judgements that had been made by the previous nine sultans and thought deeply about the requirements of Islam. After this, Suleyman I issued a single legal code for the empire.

Suleyman I's laws set out the duties and rights of his subjects. His laws were seen as fairer than those of past sultans. Fines replaced beatings for less serious crimes and fewer crimes carried the death penalty. Tax laws were reformed and money-lenders were not allowed to charge more than 11 per cent interest on a loan. Suleyman I's laws would remain at the core of the Ottoman Empire for the next 300 years.

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SOURCE 4.36 *The siege of Vienna by Suleyman the Magnificent in 1529*, by Nakkas Osman, 1588 CE

Suleyman the Magnificent's heirs

Wealthy men of the Ottoman Empire had harems of women, whose main task was to produce sons and heirs. One of the women in Suleyman I's harem, named Gülbahar, bore Suleyman a son, Mustafa, in 1515 CE. Mustafa was given an excellent education and became a fine leader of the Ottoman army. He was a well-liked and capable young man. It was widely believed that he would be the next sultan when his father died.

Suleyman I's harem grew when he became sultan. Several years after Mustafa was born, a woman named Hürrem was captured in the Ukraine and sold into Suleyman I's royal harem. The Ottoman people called her Roxelana, because in those days the people of the Ukraine were known as the 'Roxelany'. Hürrem bore Suleyman five children: a daughter, Mihrimah (1524 CE); and four sons, Mehmet (1523 CE, who died in 1543 CE), Selim (1525 CE), Bayezit (1527 CE) and Jehangir (1535 CE).

Hürrem had a lot of influence over Suleyman. She persuaded Suleyman to marry her and then worked tirelessly to have her son Selim replace Mustafa as Suleyman's heir. She finally succeeded in convincing Suleyman that Mustafa

SOURCE 4.37 *Roxelana and the Sultan*, by German artist Anton Hickel, 1780 CE

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was plotting to overthrow him and, in 1553 CE, Suleyman had Mustafa killed. But after all her plotting and scheming, Hürrem would never actually become Valide Sultan when her son ascended to the throne. She died while Suleyman I was still sultan in 1558 CE. Suleyman I was said to be overcome with grief.

The death of Suleyman the Magnificent

The last years of Suleyman I's reign were marked by despair. He had killed Mustafa, Hürrem had died and he was defeated at the Battle of Malta in 1565 CE. Suleyman I died in his tent in 1566 CE while on campaign in Hungary. His death was kept secret for three weeks until the Ottoman army returned to Constantinople.

The Ottoman Empire had reached its height under Suleyman I and would continue to be a force in the region for another three centuries. These years would be marked by good and bad sultans—and more expansion of the empire into south-western Russia and the Middle East—but there would never be another sultan as magnificent as Suleyman I.

ACTIVITY

Check your understanding

1 Who called Suleyman I 'the Magnificent', and why?
2 Why do you think Suleyman I was also known as 'the Lawgiver'?
3 Who was Hürrem?
4 Why did Hürrem tell Suleyman that Mustafa was plotting against him?

Source questions

1 Look at source 4.37.
   a Where does the artist come from?
   b From your knowledge and your observation, what aspect of Suleyman and Hürrem/Roxelana's relationship has the artist sought to emphasise?
   c Is this image a useful source for understanding Suleyman? Support your answer with evidence.
2 Is the story in source 4.38 a reliable account of an event in Suleyman's life? Give a reason for your answer.
3 What is the purpose of the story in source 4.38?
   A to tell people that Suleyman was a fair and lawful sultan who cared for his subjects
   B to inform people of a factual, historical occurrence
   C to trick people into thinking that the sultan had fought in Budapest
   D to warn people against upsetting the sultan's horse

The armies returning from the Budapest campaign had to walk through the fields as the roads were so narrow. A farmer dropped his plough in the sultan's way and the sultan's horse was frightened. The farmer was caught and brought to the sultan.

Suleyman asked: 'What is in your mind? Why did you do something like that?'

The farmer said: 'We are poor villagers. Some of your soldiers crossed onto our newly planted lands and trampled our crops. Either you pay our losses or I complain you.'

Suleyman said: 'Well then, to whom are you going to complain us?'

He answered: 'Are not you the Lawgiver? We will complain you to the law.'

Sultan Suleyman was pleased with this response and he calculated the losses of villagers and paid.

SOURCE 4.38 A folktale about Sultan Suleyman I

Apply your knowledge

1 Imagine that you are a supporter of Mustafa. Sketch an alternative image of 'Roxelana and the Sultan'.
2 Anton takes you to visit Suleyman I during his last campaign in 1566 CE. You interview him about his life. Write a magazine article based on the interview for *The Ottoman Gentleman's Magazine in your blog*.
3 Create a Dipity timeline for all Ottoman tour steps in your travel blog.

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Legacies of the Ottoman Empire

Perhaps the most significant legacy of the Ottoman Empire was that it was a multicultural empire that endured for hundreds of years. The Ottoman Empire was not perfect—indeed there were numerous instances of unfairness, violence and discrimination against religious and ethnic minorities within the empire. Nevertheless, the Ottomans' intentions were to have tolerant and respectful relations among all peoples. As such, the Ottoman Empire was a pioneer of multicultural and multi-religious practice, which influenced modern multicultural nations such as Australia.

In terms of popular culture, the Ottoman lifestyle continues to echo throughout Australian life today:

- Coffee-drinking and cafes had their origin in the Ottoman Empire.
- Tulips, a flower prominently featured at Canberra's annual Floriade festival, were first cultivated in the Ottoman Empire (not the Netherlands, as is widely accepted!).
- From the 18th century, Ottoman music began to have a strong influence on Europe, introducing percussion instruments such as cymbals, bells and tambourines to European orchestras and Ottoman-style marching bands to armies. Where would Anzac Day parades be without marching bands?
- Modern Australian fashions and furnishings also continue to borrow from Ottoman culture, as seen in billowing trousers, 'Oriental' rugs and, of course, the piece of furniture known as the 'ottoman'!

SOURCE 4.39 Tulips growing near the Hagia Sophia museum planted for the annual Istanbul Tulip Festival

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History challenges

Make a slide show: siege of Constantinople

1. You are to make a slide show to describe and illustrate the siege of Constantinople.
2. Use images found on the internet or take your own photos using toys or figurines. You might like to create your own backgrounds or landscapes for the photos you take.
3. Your slide show should be 10–15 slides in length. Add captions or text to your slide show, giving a brief description of each event you show.

Write an essay

Write an essay to argue for or against the following statement: The Ottoman Empire was a model of tolerance (350 words).

When deciding whether you will argue for or against the statement, you should think about:

- examples of tolerance
- the question of equality
- examples of intolerance
- historical context.

Use the sources and the text to support your arguments.

Meet a historical figure

Ibn Battuta visited the early Ottoman state in the 1330s CE, while Evliya Celebi travelled extensively through the Ottoman Empire during the 17th century. Choose one of the travellers and research their travels. What could they tell us about the Ottoman Empire? Write a dialogue between a Revista Tour Guide and one of the travellers. You will find several useful websites on Ibn Battuta and Evliya Celebi on OneStopDigital. Add your writing to your blog.

Make a slide show: Janissary music

1. Find examples of Janissary music and instruments.
2. Present your findings in a slide show.
3. Include a sample of Janissary music in your presentation.

Create a model

1. Research the layout of caravanserais.
2. Create a physical model of a caravanserai using craft materials, or create your model electronically using software such as Google SketchUp.
3. Present your model to the class.

Write a biography

1. Research and write a 250-word biography of one of the following people for a Revista smartphone app:
   - Sokollu Mehmed Pasa
   - Mimar Sinan.
2. Your app should include your chosen person's date of birth, and information about his childhood, education and career.
3. Illustrate your app with suitable pictures, including a picture of the monument in modern-day Turkey that relates to your person.

Propose an ethical tour stop

The Hasseki Sultan Imaret was an Ottoman soup kitchen in Jerusalem, built in 1552 CE by Hürrem/Roxelana. Prepare a brochure for an ethical Revista Tour stop at the imaret in 1560 CE. Your brochure should contain information about where the imaret is located, how many people are served each day, and what work people would do on their ethical tour. Also include cultural information, such as the importance of charitable works in Medieval Islamic communities. Make sure your brochure is colourful and includes pictures of the imaret.

Ottoman Coffee House

Set up an Ottoman Coffee House stall in your school playground (although you will need to substitute chocolate/iced coffee milk for hot coffee due to health and safety requirements!). Include a storyteller and waiters for your coffee house. Set up tables for backgammon and chess. Write out some interesting facts about the Ottoman Empire on cards, so that patrons can hold discussions about the Empire.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 5

Renaissance Italy (c. 1400–c. 1600 CE)

A detail from the Sistine Chapel ceiling at the Vatican, Rome, by Michelangelo 1508–12 CE. The panel is titled *The Creation of Man*.

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What was the way of life for people in Renaissance Italy?
2. What were the achievements of Renaissance Italians?
3. Who held the power in Renaissance Italy?
4. Who were the key figures in Renaissance Italy?
5. Which other societies were influenced by the Italian Renaissance?

Introduction

The Renaissance is studded by the names of the artists and architects, with their creations recorded as great historical events.

Arthur Erickson, www.brainyquote.com

THE RENAISSANCE WAS an exciting time of great cultural change and growth in art, architecture, science, music, education and philosophy. The Renaissance Era occurred from c. 1400 CE until c. 1600 CE and first began in the Italian city of Florence before spreading throughout Europe. The Renaissance, a French word meaning 'rebirth', produced a revival of interest in the Classical World and new understandings in science and the arts. In contrast to the Middle Ages, where the Catholic Church directed people's beliefs, the Renaissance was a time of individual thought and expression.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

apprentice	somebody being trained by a skilled professional in art, craft or trade
canal	an inland waterway or channel
commerce	the activity of buying or selling
commissioned artist	an artist who is paid for producing a piece of work
Council of Ten	a group of Venetian men who had policing power over security of the state
doctrine	teachings; policy; guideline
Doge	the elected ruler of Venice
egg tempera	a permanent coloured pigment mixed with egg used for painting
excommunication	to exclude somebody from the Christian community because their behaviour is judged to be against God or the Church
guild	an association of people with similar interests
heresy	an opinion or belief that contradicts religious teaching
heretic	somebody who holds a belief that contradicts established religious teaching
hieratic scale	representing the sizes of objects according to their importance, rather than their actual size
humanism	placing the study and progress of human nature at the centre of interests
hypothesis	a theory or suggestion
maritime	connected with the sea, especially in relation to trade or navy matters
martyr	a person who suffers for a cause
patrician	aristocratic and refined
patron	someone who gives support or money to somebody or something
republic	a form of government in which the head of government is elected by the people
sector	a mathematical instrument used in calculations in the 16th to 19th centuries
Senate	an elected assembly of people who helped to rule Venice
sonnet	a poem of 14 lines, with a careful rhyming scheme

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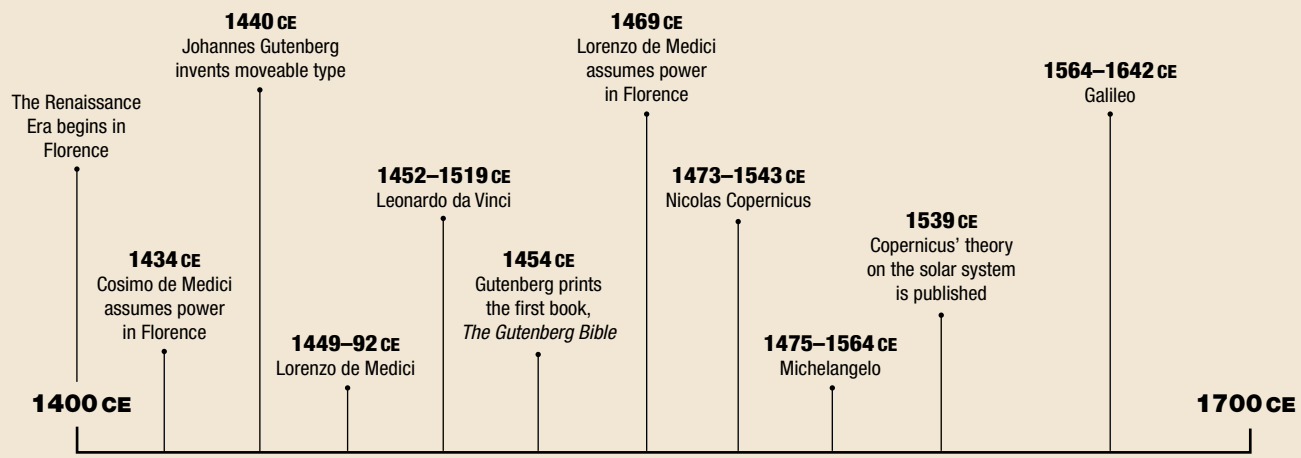
The states of Italy during the Renaissance, c. 1490 CE

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about Renaissance Italy.
3. Title the second column 'Puzzle'. In this column write down the questions you have about Renaissance Italy.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'Renaissance Italy'. I'm Hitomi, and I'll be your tour guide. Enjoy your trip.

Life in Renaissance Italy

Physical features of Renaissance Italy

During the Renaissance, Italy was divided into a consistently changing number of city states, each with its own ruler and government. The topics of this chapter are Florence and Venice, because they were the most significant of the city states. The Renaissance started in Florence in c. 1400 CE and then developed in Venice. By the early 1500s CE, Venice was a very wealthy city.

Renaissance cities

Florence

Renaissance Florence was a very beautiful place in the early 15th century. It contained many fascinating buildings and meeting places, as well as palaces belonging to the wealthy. Tall, thick stone walls surrounded the city to protect it from outside invasion. Beyond the walls the lovely rural landscape featured green cypress trees and silver olive trees.

Florence was a bustling city and an exciting place to live, with a population of about 60 000. Its strong economy was due to banking success and the manufacture and trade of cloth—wool in particular. Twelve organisations called **guilds** controlled the arts and trades in Florence. Guilds were an important part of life and were operated by wealthy people who held influential positions in Florentine society and politics. The largest guild was the guild that represented textile workers.

Florence is full of all imaginable wealth,
She defeats her enemies in war and in civil strife,
She enjoys the favour of fortune and has a powerful population,
Successfully she fortifies and conquers castles,
She reigns over the sea and the land and the whole of the world,
Under her leadership the whole of Tuscany enjoys happiness.
Like Rome she is always triumphant.

SOURCE 5.1 Inscription on the façade of the Palazzo della Podestà in Florence

Renaissance Florence was divided into four quarters; these quarters were in turn subdivided into four areas or neighbourhoods called *gonfaloni* (plural of *gonfalon*). Each *gonfalon* had its own distinctive emblem and each neighbourhood was known for particular activities. The quarter of Santa Croce in the east of the city was where wool was dyed and washed, and was where many artists had their workshops. The River Arno, which flows through Florence, played an important role in the economy of

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Spotlight

Being able to dye clothes different colours was essential to the success of a business in the textile and manufacturing industry in Florence. Dyes came from many different natural sources, often the pigments of flowering plants: shades of blue came from a plant called woad; saffron yellow came from the fields of crocus plants in San Gimignano (a town near Florence). Cochineal (a scarlet dye also used in food colouring) came from crushing a small Mediterranean beetle.

Renaissance Florence because it provided water for washing and dying wool.

In Renaissance Florence there was a large divide between the rich and poor. When wealthy women appeared in public, they often wore flowing silk dresses trimmed with gold, and leather slippers.

Many Florentine people loved the countryside and the wealthy often owned large villa estates outside the city, which they would visit when they could. The countryside was dotted with farms that the wealthy would usually lease to peasants to grow crops such as olives, grapes, corn and other vegetables. Florentines ate the crops they grew and also used them as a form of currency.

But farmers also had a hard life: they did not own their land, they had to pay taxes, and the countryside was often a dangerous place because of travelling gangs of thieves.

ACTIVITY

Check your understanding

1. Download a blank map of Italy from the internet. Paste it into your travel blog and mark the cities of Florence, Venice and Rome. Provide an image of something that was created in the Renaissance Period and is still standing for each period.
2. Identify four reasons why Florence was a wealthy city during the Renaissance. (Use source 5.1 to help you.)
3. Complete the following sentence: Guilds were an important part of life in Renaissance Florence because …
4. Why was the River Arno important in the daily lives of Florentines?

Venice

The city of Venice is made up of a group of more than 100 small islands situated very closely together and joined by bridges. A system of

SOURCE 5.2 A view of Venice from the Grand Canal

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canals works its way between the small islands. There are no land vehicles in the heart of Venice, so people move from place to place by water vehicle or on foot. The Grand Canal is the major traffic corridor in the city.

In the early 1500s CE, Venice was one of the wealthiest cities in Europe. It had a population of more than 150 000. The Renaissance had a significant impact on Venice, as its thriving economy could support the development of art and culture. For this reason, many artists lived in Venice, such as glass-makers, painters and sculptors. Venice was also a major European trading port, so much of the art that craftsmen produced could be traded and sold easily.

Venice was a major maritime power and an important centre of trade and commerce. Its strategic geographical location on the north-east coast of Italy, on the Adriatic Sea, ensured that it was safe from attacks from both sea and land. Venice's location was important to its prosperity because of the easy access to the sea for trade and commercial activity. In order to trade with other cities and protect itself, Venice had a very powerful navy.

Venice was a republic and was ruled by the Doge. The Doge was a member of the Venetian aristocracy who was elected into the position of ruler, which he usually held for life. The Doge shared power with his councillors, the Senate and a smaller group called the Council of Ten. The system of government was hierarchical (that is, it was ranked in order of power and seniority). The Doge and members of the government all came from wealthy patrician families, so the majority of the political power was held by the wealthy. All the names of members of the patrician classes were recorded in the *Libro D'Oro*, or the *Golden Book*, and only men whose names were written in this book were eligible to be elected as Doge and

SOURCE 5.3 Bird's-eye-view map of Venice in 1565 CE by Bolognino Zaltieri

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serve as councillors and senators. The ordinary citizens of Venice had very little political power and were not eligible to vote.

A bird's-eye-view map of Venice

During the Renaissance, maps became more accurate and realistic. The bird's-eye view was a new technique used in landscape painting and cartography (map making) in the 1500s CE. The development of the bird's-eye view offered new ways of seeing cities and towns. This technique developed partly because of the voyages of explorers such as Christopher Columbus, which helped to give people an idea about how vast the Earth actually was.

ACTIVITY

Check your understanding

1 Outline two reasons why the Renaissance had an important impact on Venice.

2 Why was Venice's geographical location important?

3 a Who was the Doge?

b Who held the power in Venice?

4 Explain why ordinary Venetians had very little political power.

Source questions

1 Identify and locate the following features of Renaissance Venice in source 5.3.

a The name the artist uses for Venice

b The canal system

c The Adriatic Sea

d Navy ships

e Piazza San Marco (Saint Mark's Square), the largest and most important square in Venice

2 How might source 5.3 be useful for a historian studying Renaissance Venice? Hint: what does it tell us about things such as:

- the type of transport that people might use on a daily basis?
- the role of water and importance of the canal system to the Venetians?
- the geographical location of the city?

Apply your knowledge

1 Do you know how bird's-eye-view mapping is done today, and what technologies are used? As a class, discuss your ideas about how areas of land and sea are mapped from the sky today, and how this process differs from the technique of the bird's-eye view developed during the Renaissance.

2 Hitomi takes you to the city of Venice in the year 1510 CE. In your travel blog, describe what you see as you walk through the streets.

Power in Renaissance Florence

The Medici family

In Renaissance Florence, power belonged to people from wealthy patrician families. The Medici family was a wealthy Florentine banking family of this period. They founded the Medici Bank, which became the largest and one of the most prosperous banks in Europe during the 15th century. The Medici's wealth and success in banking led to the family's rise in politics. Cosimo de Medici (1389–1464 CE) was born into this family and was taught the ways of the business by his father. Cosimo is considered to be the real founder of the family's wealth and subsequent power in the city.

The Medicis came to power in Florence in 1434 CE, and ruled for most of the period until 1737 CE. Apart from banking, the family achieved their wealth and power by being **patrons** of the arts. Cosimo was influenced by philosophy and believed that people should think for themselves so that they could reach their highest potential. He invited artists and **humanists** to his palace home to educate his sons and to beautify his court. Cosimo cleverly gained the political support of prominent artists and intellectuals, and his patronage to the arts was continued by the Medici family during the rule of his grandson Lorenzo.

Go to OneStopDigital to watch a video about the Medici family's role as patrons of the arts and their collection of scientific instruments.

Conflict between individuals and families was a common part of politics, but through their system of governance the Medicis made sure that they were as safe as possible from threats from other powerful families.

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SOURCE 5.4 *The Adoration of the Magi* by Sandro Botticelli, painted in 1475. This painting depicts worshippers visiting the baby Jesus Christ and his parents, Joseph and the Virgin Mary. Although an impossible circumstance, the artist has drawn several members of the Medici family in the painting: Cosimo de Medici is kneeling in front of the Virgin and her baby; his sons Piero and Giovanni are kneeling in the centre (the man with the red cloak and the person kneeling beside him); his grandsons Guiliano and Lorenzo are also in the painting.

The Florentine gold coin, known as the 'florin', became the main coin used in trading throughout Western Europe. It contained 3.5 grams of gold. On the front side of the coin was the 'fleur de lis', the emblem of the city of Florence. During the Medici family's rule, the coin became known as the Medici Florin and was a sign of the financial power of the family.

The Medici family coat of arms has an interesting feature: a series of balls. The number of balls depicted on the coat of arms has varied over time. Originally, during the rule of Cosimo de Medici, there were seven balls; later there were five; and in some depictions of the coat of arms there are six or eight. Historians do not know the exact origin of the balls or why there were different numbers of them depicted on the coat of arms at different times.

SOURCE 5.5 Italian gold 'florin' from 1484 CE

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SOURCE 5.6 A Medici family coat of arms showing five balls on the shield

SOURCE 5.7 Villa Medici at Careggi, in the countryside outside Florence; one of the many Medici family villas. Can you spot the family coat of arms containing the balls on the side of the villa?

Historians have come up with a number of theories that connect the Medici family with the balls, though they are all just speculation:

- The balls represent dents in a shield that occurred during a family feud in the Middle Ages.
- The balls represent coins related to the Medici family's links with banking.
- The balls represent medical pills. *Medici* is the plural of 'medical doctor' in Italian, and some people think this may have been the origin of the family's name. However, there is no evidence that the family had any connection with medicine.

In times of danger and violence in Florence, Florentine people called out 'Palle! Palle! Palle!' (meaning 'Balls! Balls! Balls!') to call all the supporters of the Medici family together to address the danger.

ACTIVITY

Check your understanding

1 What is a coat of arms? Use the internet to help you find out and, in your own words, write a one-sentence definition.

2 Why do you think powerful families have coats of arms?

3 What are two theories that historians have devised to explain the origins of the Medici balls?

Source questions

1 Use sources 5.4–5.7 to answer the following questions.

   a Discuss in pairs how you think the sources reflect the power of the Medici family in Renaissance Florence.

   b In pairs, each pick one of sources 5.4–5.7 and write a short paragraph explaining your answer to question 1a. Share your answers with each other and the class.

Apply your knowledge

1 Hitomi takes you to Cosimo de Medici's Villa Medici de Careggi in 1450 CE, where he is entertaining a number of guests. In your travel blog, describe his villa.

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Lorenzo de Medici

Lorenzo de Medici was born in 1449 CE, and was a grandson of Cosimo. He inherited the rule of Florence after his father, Piero, died in 1469 CE. He was 20 years old and had been groomed for power by his family. During his subsequent 20-year rule, Florence prospered and became known as the most beautiful city in Europe. Lorenzo was a powerful politician and an influential patron of the arts. He also had a wide variety of interests, including song-writing and poetry. Lorenzo supported and financed the work of many famous artists such as Michelangelo and Leonardo da Vinci and also humanist scholars. Because of Lorenzo's support and patronage of the arts, the Florentine people called him *Il Magnifico* ('The Magnificent').

ACTIVITY

Check your understanding

1 How old was Lorenzo de Medici when his father died?

2 Which artists were financed by Lorenzo de Medici?

Apply your knowledge

1 Write a paragraph beginning with the following topic sentence: 'Lorenzo de Medici played a big part in the artistic development of Renaissance Italy …'

Use the information in this chapter to help you write the paragraph, and present five arguments that support the topic.

Housing

If you walk through the streets of Florence today you will still get a sense of what the city looked like during the Renaissance. Amid the buzz of scooters weaving through the narrow cobblestoned streets are many of the buildings that were built before and during the Renaissance. In the city centre are the main civil and religious buildings, such as the Piazza della Signoria (the centre of government) and the Piazza della Duomo (where the cathedral was built).

There was a big difference between the houses of the wealthy and the poor in Renaissance Italy.

SOURCE 5.8 Piazza della Duomo and the Duomo (cathedral) in Florence

Artisans such as artists and craftsmen mostly lived in wooden houses that were a number of storeys high, and different families lived on each level of the house. The kitchen was the main room and it was where people ate and played games. In winter it was also the warmest room because it contained the fire. Some of the poorest families did not have the luxury of a room for the kitchen—they lived in cottages that comprised only one room that served all purposes.

The wealthy lived in stately homes or palaces, which had several rooms and large living spaces that they adorned with pottery and religious imagery.

Florentine architecture

In Renaissance Florence building grand homes or palaces reflected how important a man was. In fact by the middle of the 15th century it was considered a nobleman's duty to finance the construction of new buildings!

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Spotlight

Leon Battista Alberti, a Renaissance architect and philosopher, believed that a magnificent building made the owner look dignified and that it was important to develop a dignified reputation because this led to both wisdom and power.

During the Renaissance, Florence experienced a large building boom that changed the way the city looked, transforming it from a medieval city into a city much like the one we see today. Upper-class Florentines built as many as 100 palaces, mostly to use as private homes, which included large living spaces and tall towers.

Florentine palaces had a significant impact on the history of art and architecture. The style in which the palaces were built was imitated throughout the rest of Italy and Europe for the next 300 years.

ACTIVITY

Check your understanding

1. Describe how attitudes to wealth and personal power changed from the Middle Ages to the Renaissance.
2. Write two sentences describing the houses of the lower classes.
3. Why did wealthy Florentines build on such a grand scale?
4. What do you think Alberti meant by his belief that being seen as dignified led to wisdom and power?

Apply your knowledge

1. Hitomi, your Revista Tour Guide, takes you to the city of Florence in the year 1410 CE. Choose a significant monument or building and describe it. Then take off your Revista glasses and describe what it looks like today. What has changed? What has stayed the same? Consider the people, surroundings and repair of your structure in your description.

SOURCE 5.9 The inner courtyard of the Medici Riccardi Palace

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Food in Renaissance Italy

The history of food can tell us a lot about a society, its culture and its people. Studying food in Renaissance Italy gives us an idea of how people lived and the class structure of society. It provides a snapshot of daily life. The way food developed during the Renaissance influenced many of the ideas about food in modern times.

Different classes, different foods

The lower classes in Renaissance Italy still ate many of the same foods they had eaten during the Middle Ages, such as polenta, beans and fruits and vegetables. They usually ate only once a day and only ate meat on Sundays. The poor used salt to preserve food, to keep it from going off.

The middle classes had a more varied diet than the poor, simply because they could afford to. Pasta was a popular food but it was expensive and was not eaten every day.

Bread was also expensive, and the poor and middle classes did not eat a lot of it. When they did eat bread they often used it as a plate onto which they would place the rest of the meal. The bread people ate was mostly brown and made from wheat. Because the wheat grains were not processed, the bread was dense and chewy.

SOURCE 5.10 Serving peacock at a Renaissance banquet in France; woodcut from 1517 CE

SOURCE 5.11 Renaissance cutlery

During the Renaissance, wealthy Italians discovered new ideas about cooking and different types of foods that they had not previously had access to. The explorer and trader Marco Polo contributed to this, as he brought spices and other ingredients back to Italy from his expeditions in China.

A meal for the wealthy often consisted of more than one course and might include fruit, roast chicken, pigeon or fish, cheese and a dessert. During the Renaissance, the wealthy ate with a fork, which was a new utensil in those times. It was common for people to have their own personal fork and spoon, and to take them in a special box when they were invited out to dinner. They used plates made of wood or metal instead of bread.

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Sugar was expensive and became a food of the wealthy, who used it in sauces for meats, in preserved fruits and in sweets such as marzipan. Doctors often recommended that sugars be used to help with digestion and promote health.

Almost everyone drank wine as their main drink. Some people drank up to one litre of wine every day.

Spotlight

If you were a guest invited to a feast or banquet held by the wealthy in Renaissance Italy, there were several rules you would have to follow. For example, you were allowed to wipe your mouth with the tablecloth and politely spit. It was not polite to use your fingers to clean your ears, nor was it polite to wear your toothpick in your collar!

Go to OneStopDigital to explore Renaissance recipes.

ACTIVITY

Check your understanding

1 What influence did the explorer Marco Polo have on the development of food in Renaissance Italy?

2 What can the history of food tell us about a society?

Source questions

1 Make a list of four ingredients from Renaissance Italy that are used in the recipe in source 5.12.

2 Use source 5.12 and OneStopDigital to identify which ingredients were popular during the Renaissance.

Apply your knowledge

1 We often associate tomatoes and coffee with Italian cooking today. Were these available during the Renaissance? Research to find out.

2 Draw up a table comparing the foods eaten by the lower, middle and wealthy classes in Renaissance Italy.

3 One evening, Hitomi takes you to a banquet in a wealthy Florentine household. Describe the meal and the way people acted during the meal. Did anyone misbehave? Add your description to your travel blog.

Cultural achievements and significant individuals in Renaissance Italy

The remarkable cultural and intellectual achievements of the Renaissance occurred in science, technology, architecture, sculpture, painting and music. In this section we will investigate the achievements of the famous Renaissance individuals Michelangelo, Leonardo da Vinci, Nicolaus Copernicus and Galileo Galilei, and examine the development and significance of humanism, art and the printing press.

Historians have dated the use of oils in European painting to about the 15th century. Listen to the podcast on OneStopDigital to find out who was the first in the world to use oils.

Beat well-sifted white flour with egg white and rose water and plain water. When it is mixed, draw out into thin strips of dough in the manner of straw half a foot long. Hollow them out with a very thin iron rod. When you draw out the iron, you will leave them hollow. When it is dried in the sun, the pasta of this sort will last two or three years, especially if it was under the waning moon of August. If it is cooked in rich broth and poured into serving dishes, it should be sprinkled with fresh, new butter and sweet spices. The dish requires two hours' cooking.

SOURCE 5.12 A recipe for Sicilian macaroni from a cookbook called *On right pleasure and good health* written by Bartolomeo Platina in 1475 CE

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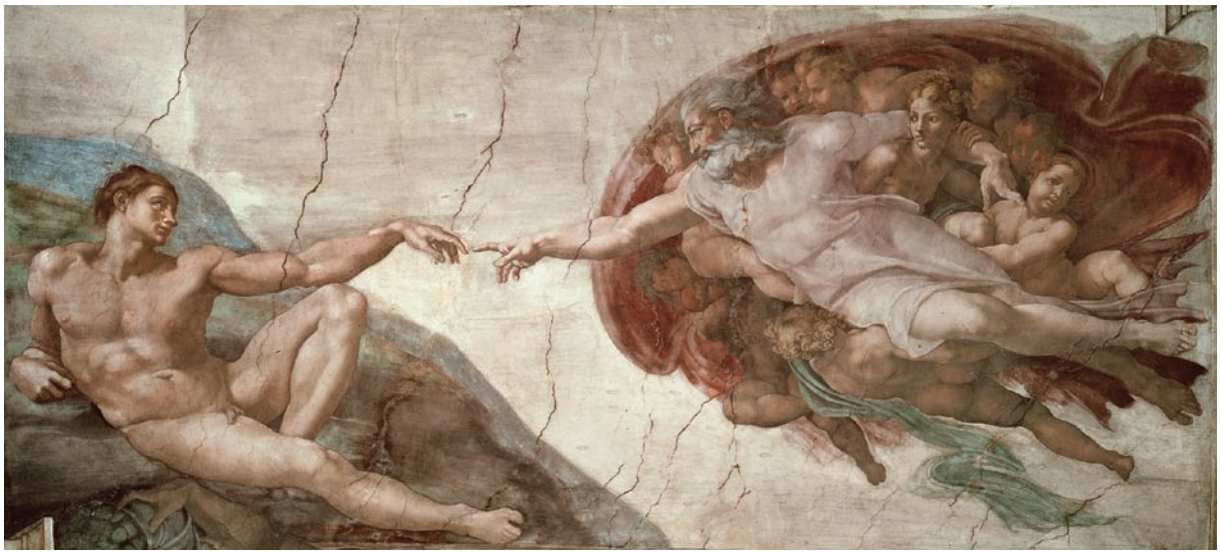
Art

Michelangelo Buonarroti



SOURCE 5.13 A panel of the ceiling of the Sistine Chapel at the Vatican, Rome, by Michelangelo, 1508–12 CE. The panel is titled *The Creation of Man*.

Michelangelo Buonarroti (1475–1564 CE) was a famous Renaissance sculptor, painter, architect and poet. Michelangelo grew up in Tuscany and spent much of his life in Rome, where he worked as an artist for nine popes. He is now recognised as one of the world's greatest artists. His most famous works include the sculptures *La Pieta* and *David*, and the painting on the ceiling of the Sistine Chapel.

Michelangelo's poetry and letters

Nearly 300 poems written by Michelangelo still survive today. Michelangelo's poems tell us much about his art, ambitions and the history of Renaissance Italy. The poems are also evidence that shows that Michelangelo thought a lot about poetry when he was carving his sculptures.

Nearly 1400 of Michelangelo's letters survive today. The letters are mostly about Michelangelo's business affairs. Historians believe that Michelangelo mainly wrote letters when he wanted to raise issues or resolve problems; he did not often write letters to simply converse with others, nor did he write them when he was happy or when his work was going well.

My beard turns up to heaven; my nape falls in,
Fixed on my spine: my breast bone visibly
Grows like a harp: a rich embroidery
Bedews my face from brush-drops thick and thin.

My loins into my paunch like levers grind:
My buttock like a crupper bears my weight;
My feet unguided wander to and fro;
In front my skin grows loose and long; behind,
By bending it becomes more taut and straight;
Crosswise I strain me like a Syrian bow ...

SOURCE 5.14 This is an extract from a poem written by Michelangelo to an acquaintance, Giovanni da Pistoia, while he was working on the ceiling of the Sistine Chapel in 1509 CE. It took Michelangelo four years to paint the ceiling and during this time he worked lying on his back on a scaffold very close to the ceiling.

Creating a marble sculpture

Michelangelo carved many of his sculptures out of marble. Marble carving was extremely difficult because of the challenge of carving stone and the danger of the marble breaking. It was also difficult because Michelangelo needed to judge, plan and imagine what the carving would look like from all angles before he even began carving.

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Michelangelo used a wide-headed mallet and three chisels to carve his sculptures. He also polished his sculptures after creating them, a chore that could take weeks to finish.

> I have seen Michelangelo, although more than 60 years old and no longer among the most robust, knock off more chips of a very hard marble in a quarter of an hour than three young stone carvers could have done in three or four, an incredible thing to one who has not seen it; and I thought the whole work would fall to pieces because he moved with such impetuosity and fury, knocking to the floor large chunks three and four fingers thick with a single blow so precisely aimed that if he had gone even minimally further than necessary, he risked losing it all.

SOURCE 5.15 An eyewitness account of Michelangelo carving marble, which describes the speed and energy with which Michelangelo worked

Spotlight

During the Renaissance, people were usually buried just after they died, because there was no way of preserving human bodies and preventing them from beginning to decompose and becoming very smelly. Michelangelo died in Rome in 1564 CE, but it had always been his wish to be buried in Florence. The problem was that the trip from Rome to Florence usually took more than a week by horse and cart—plenty of time for his body to decompose!

Nevertheless, the body was wrapped up and loaded onto a cart. Fortunately, Michelangelo died in February, so the weather at the time was cold—this helped to slow down the deterioration of his body. It took 11 days for the cart to reach Florence and, despite the cool weather, by this time the smell coming from the body was not pleasant! But Michelangelo got his wish, and was finally buried in a tomb made from his own marble in Florence.

ACTIVITY

Source questions

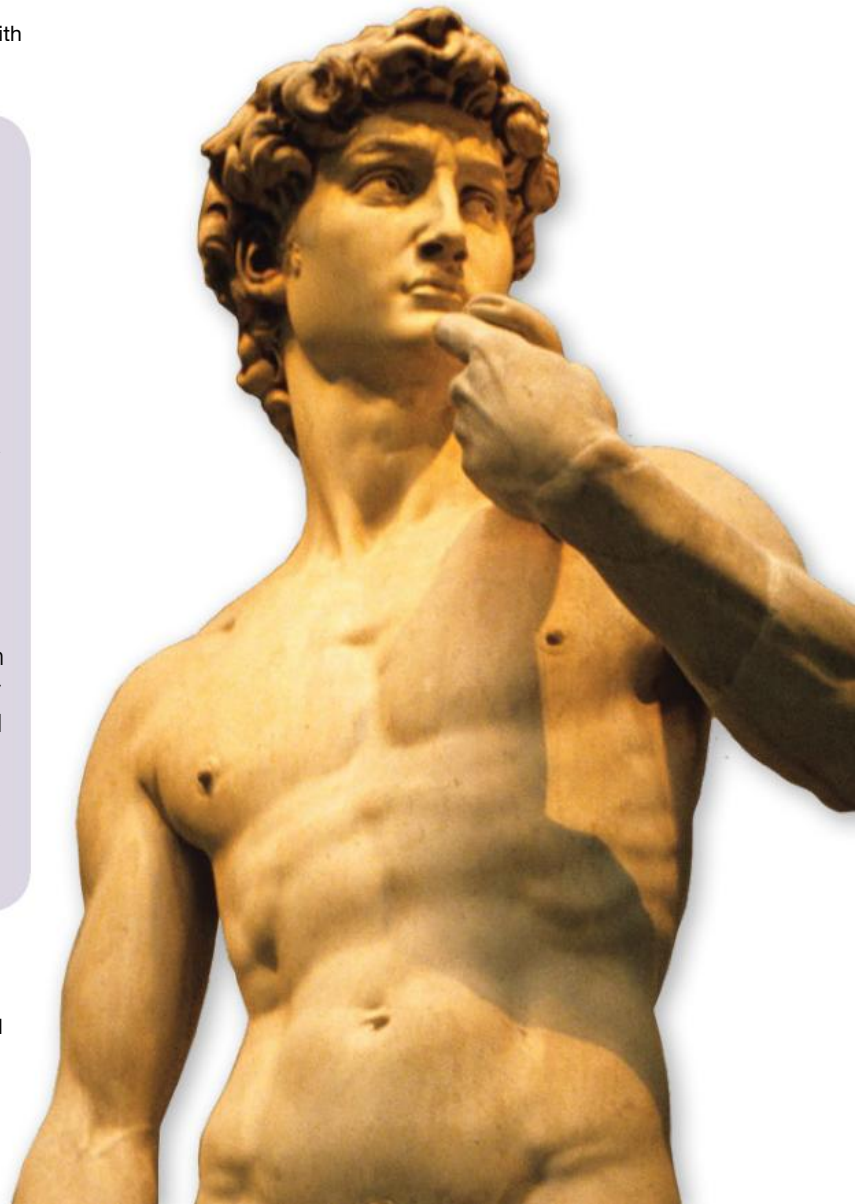
1 a In pairs, take turns in reading to your partner the extract from Michelangelo's poem in source 5.14.

b Discuss with your partner the meaning of the extract.

c What evidence is there in the poem that tells us that painting the Sistine Chapel ceiling was physically demanding?

2 Do you think Michelangelo's letters would provide a balanced and complete record of his life? Explain why or why not.

3 Discuss in class what sort of evidence would *not* be provided in Michelangelo's letters and poems that would be useful to a historian researching Michelangelo's life.



SOURCE 5.16
David by Michelangelo, sculpted 1501–04 CE. For the Florentine people, *David* was a symbol of republican liberty and independence

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Apply your knowledge

1 Hitomi takes you to visit Michelangelo in Renaissance Italy and you watch him either carving *David* or painting the Sistine Chapel ceiling (it is up to you). You stay with Michelangelo for two days.

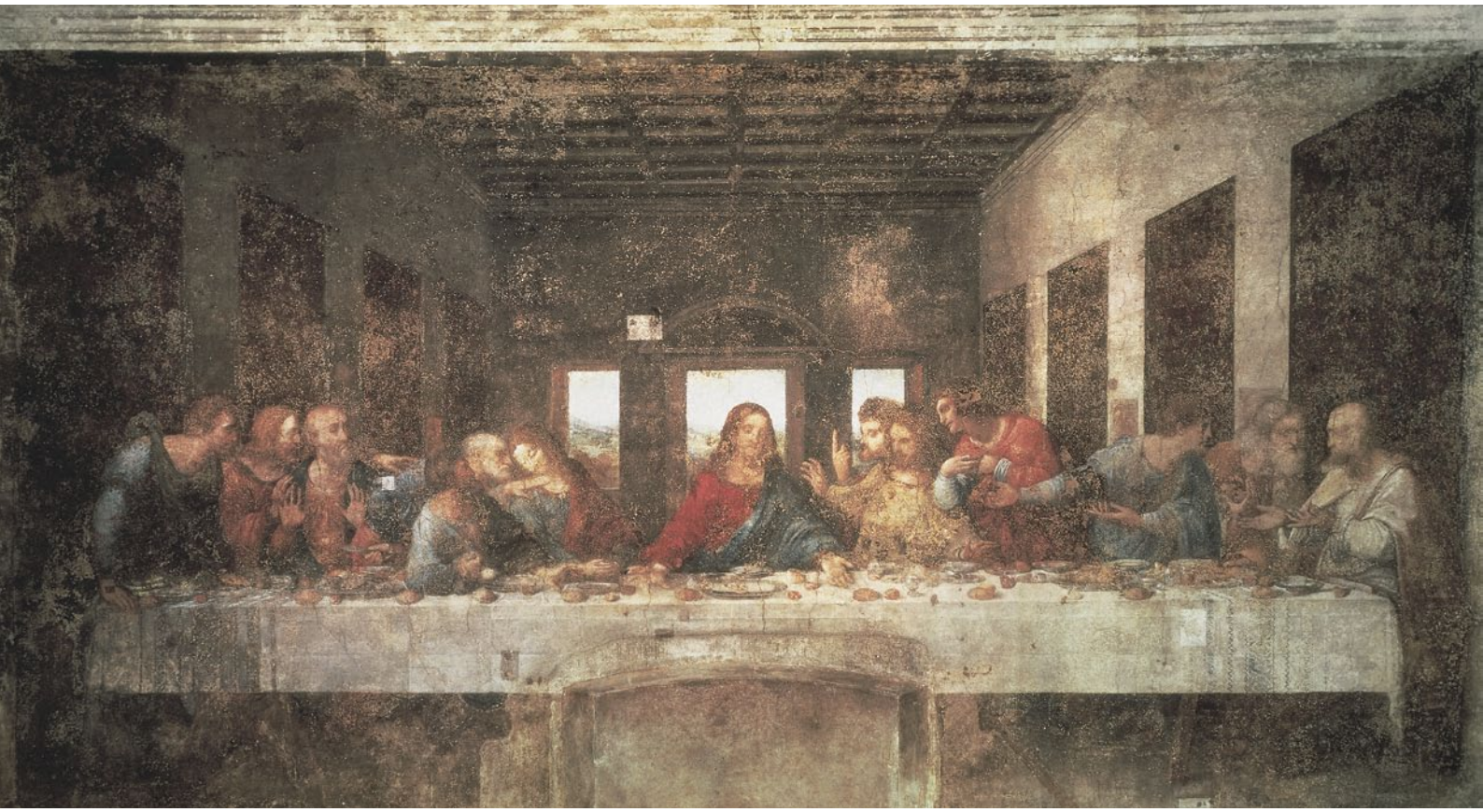
In your travel blog, write a diary entry for each day that you visited Michelangelo. Describe the work he did and conversations you had with him.

Use sources 5.13–5.15 to help you, and think about the other primary sources you have seen in this chapter. Think about what each source can tell you about Michelangelo's life and work. What does Michelangelo's poem tell us about him? You can also use the sources to imagine what life was like for Michelangelo—imagine the massive pieces of marble blocks, the ropes needed to manoeuvre them, the sound of hammers and chisels, the smell of sweat and human labour. You can also include sketches and/or write a poem as part of your blog entries if you wish.

Leonardo da Vinci

Leonardo da Vinci was one of the greatest artists of the Renaissance. He was born in 1452 CE in Vinci ('da Vinci' means 'of Vinci')—a small town outside Florence—and grew up in Florence. His artistic talent was recognised at a young age and, when he was 14 years old, Leonardo began to work as an **apprentice** with the painter and sculptor Andrea Verrocchio. After completing his apprenticeship in 1472 CE at the age of 20, Leonardo was admitted into the Florence Guild of Painters. Four years later, Leonardo began working for himself as a **commissioned artist**.

Throughout his life, Leonardo created many famous paintings, including *The Last Supper* (1495–97 CE) and *Mona Lisa* (c.1503–06 CE). As well as being an artist, Leonardo was a scientist and inventor who had a wide range of interests in areas such as mathematics, machines, irrigation, biology and anatomy. He conducted many carefully planned experiments, and created designs for a number of inventions including irrigation schemes, hang gliders and solar power.



SOURCE 5.17 *The Last Supper* by Leonardo da Vinci, painted 1495–97 CE

ISBN 978 1 4202 2978 3

Spotlight

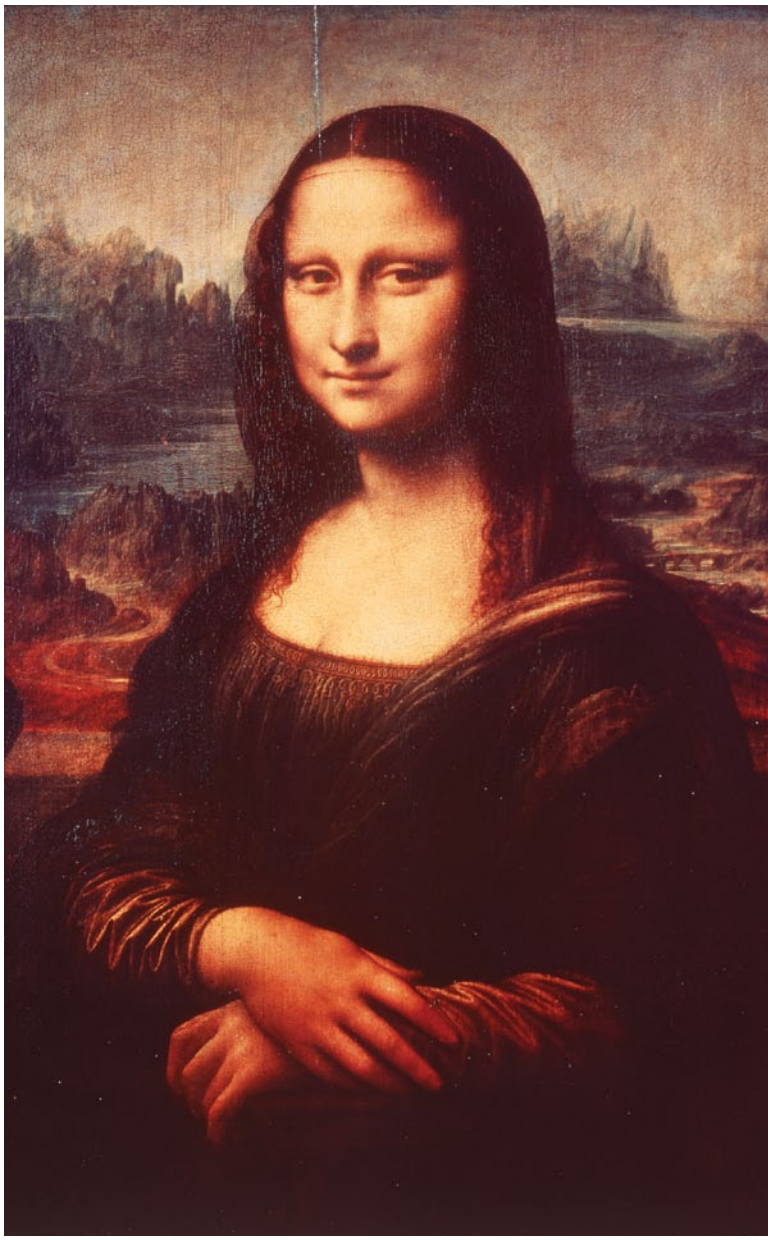
The original *Mona Lisa* was larger than the one that we can see today hanging in the Louvre Museum in Paris behind bullet-proof glass. Leonardo originally painted the subject of *Mona Lisa* sitting on a terrace, with two columns on either side of her. At some stage the edges of the painting were cut, so that we can no longer see the columns and the painting is smaller than its original size.

Between 1490 CE and 1495 CE, Leonardo recorded his studies in a series of illustrated notebooks. Approximately 5000 pages of his notebooks exist today and are valuable primary documents that allow us insight into Leonardo's world and give us an idea about his work and his wide range of interests.

Leonardo was left-handed, and most of his notes are written in mirror-image, from right to left. Some people think that he did this to prevent people from easily reading his journals and stealing his ideas. It is more likely that because he was left-handed, he wrote this way so as not to smudge the ink of his writing. He loved animals and was a vegetarian because he thought killing and eating animals was cruel and immoral. This was a very unconventional attitude during those times.

Leonardo da Vinci died in 1519 CE in France, where he spent the last three years of his life.

Go to OneStopDigital to do the activity titled 'Leonardo – Right to Left'.



SOURCE 5.18 *Mona Lisa* by Leonardo da Vinci, painted c. 1503–06 CE

Spotlight

All his life, Leonardo dreamt of flying, and he was one of the first people to think about how a flying machine might actually be built. Inspired by his study of birds, Leonardo used his scientific knowledge to create plans for different types of flying machines, and one that would carry people and fly under the power of flapping wings.

In the late 20th century, some of Leonardo's projects were turned into paper models. Leonardo did not provide enough detail about the mechanics of the flying machines for them to be built to work, but with some mechanical refinement they could be made to work today.

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ACTIVITY

Source question

1 Leonardo da Vinci believed that personal observation was the most important method of research. What evidence can you find from the information given about Leonardo in this chapter, combined with what you have found out in your own research, that supports Leonardo's method of personal observation? Hint: use the Spotlight on page 135 and source 5.19 to help you. Think about what Leonardo observed about birds.

> He now clearly accepted that man could not achieve the full dynamism and force of natural flight but should concentrate upon gliding motions supported by air currents, with extensive use of a tail as a rudder and with minimal flapping of the wings. Thus it was that he sought to launch his contraption like a giant bird of prey 'from the mountain which bears the name of the great bird' (i.e. Monte Ceceri, 'Mount Swan', near Resole): 'The great bird will take its first flight on the back of the great swan, filling the universe with stupor, filling all writings with its renown, and bringing glory to the nest in which it was born.'

SOURCE 5.19 An extract from Martin Kemp's book *Leonardo da Vinci: The Marvellous Works of Nature and Man*, outlining Leonardo's observations and aspirations. The text in quote marks is from Leonardo's own notebooks.

Apply your knowledge

1 **a** Go to OneStopDigital to play the game 'Leonardo's mysterious machinery'. Read the instructions in the bottom left corner if you are unsure how to play.

b Using what you have learnt from this game, identify two inventions, experiments or ideas of Leonardo's that you did not already know about.

c Do one of the following:

i In your own words, write a two-sentence description of what you have found.

ii Create your own drawing as a way of describing what you have found.

Animals and art

Lions are among the oldest symbols of Florence. Sculptures of lions were put at the front of palaces, and in the 14th century there were 24 lions living in the centre of the city in front of the town hall. Some of these lions were made in Florence and some were given to the city as gifts from foreign countries. When important dignitaries came to visit Florence, they were always taken on a personal tour of the city to see the lions. Today there is a street in Florence called *Via dei Leoni* where different generations of lions lived for two centuries. (Note: *leoni* means lion in Italian.)

Il Marzocco is the name for the official Florentine lion and it was a powerful symbol of the Florentine Republic. In 1418–20 CE, the sculptor Donatello was commissioned to create a sculpture of *Il Marzocco* to guard the apartment of the Pope.

SOURCE 5.20 *Il Marzocco*, Florence's heraldic lion, by Donatello, 1418–20 CE

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ACTIVITY

Source questions

Animals other than lions were also used in art throughout Renaissance Italy.

1 How are animals represented in sources 5.21–5.22? Work in pairs and present your answers to the class.

2 During his rule of Florence, Lorenzo de Medici negotiated with the Sultan of Egypt to send him a giraffe. Lorenzo believed that owning a giraffe would increase both his political power and his social image. The painting in source 5.23 shows foreign ambassadors paying their respect to Lorenzo de Medici. The visitors have all brought valuable gifts to Lorenzo, such as exotic animals and a vase made of precious metal.

   a Find Lorenzo in the painting.

   b Identify as many animals as you can in the painting.

   c What is the meaning of the title of the painting, *Homage to Lorenzo Il Magnifico*?

   d Identify one reason why the painting reflects its title.

Apply your knowledge

1 Using the internet or your school library, find out why the lion was an important symbol for Florence and the Florentine people.

2 Consider the following statement: 'Lions were used as a way to show off wealth and status.' Write a short paragraph explaining why you do or do not agree with the statement.

SOURCE 5.21 Pazzi family coat of arms. The Pazzi were a prominent family in Renaissance Italy.

SOURCE 5.22 *Earthly Paradise* by Jacopo Bassano, 1573 CE

SOURCE 5.23 *Homage to Lorenzo Il Magnifico* by Giorgio Vasari

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Humanism

During the Middle Ages, art, learning and the way people thought were centred on the Church and religion. The Catholic Church told people what to think about God and the world they lived in. However, at the start of the Renaissance people began to think more about themselves and their place in the world. They became less interested in thinking about God and the Church. They studied ancient texts and rediscovered the culture and learning of Ancient Greece and Rome and discovered new ideas about the world. People became more interested in thinking about other areas of life, such as science, biology, astronomy, art, music and the natural world. These values and ideas that became popular during the Renaissance are known as **humanism**.

Humanism and art

Renaissance art reflected humanist values and became more focused on the study of human nature and emotions than art had previously been. However, humanistic art did not necessarily preclude religion as a subject.

SOURCE 5.24 *Madonna with Angels* by Pere Serra, c.1390s; tempera used on a wooden panel

SOURCE 5.25 *Adoration of the Magi* by Peter Paul Rubens, c.1550–60 CE; oil paints used on an oak panel

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Spotlight

Why analyse art?

Historians analyse art to find out many things about the history of the time and place in which art was created. They ask questions to find out who created the art, and when and why it was created. For example: Was the artwork created as a religious work, as a portrait of an important leader or to illustrate a story?

Some of the differences between Medieval and Renaissance art are shown in the table below.

Medieval art	Renaissance art
Religion often the topic/subject	Topics/subjects more realistic
Gold often used as background	Natural landscape and the beauty of nature often used as background
Saints as most important figures	Saints occupied same landscape as everyday people
Hieratic scale (e.g. saints larger in scale than ordinary people)	Saints and ordinary people depicted as the same size
Heaven as landscape	Earth as landscape
No perspective	Mathematical perspective invented and used in paintings
Egg tempera mostly used	Oil paints used for the first time (paintings had a translucent look where light could shine through the paint)
Paintings had a rough, flat surface	Paintings had light, shadow and depth
Saints depicted with halos	Halos became fainter and gradually disappeared from paintings

SOURCE 5.26 Middle Ages versus Humanistic art

ACTIVITY

Source questions

1. Who created sources 5.24 and 5.25, and when were they created?
2. Why did you think source 5.24 was created? Does it look true to life? Discuss.
3. Can you find any halos in source 5.25? Discuss.
4. Is there any hieratic scale in source 5.25? Discuss.
5. Compare the background landscapes in the paintings in sources 5.24 and 5.25.
   a. What is in each landscape?
   b. How might you use the background landscapes to work out in which era each of the paintings were created? Hint: use source 5.26 to help you.

Nicolaus Copernicus

In the Middle Ages, people believed that the Earth was the stationary centre of the universe and that the Sun, Moon and other planets revolved around it. This idea came from the Greek philosopher Aristotle, and was later developed by the Greek astronomer Ptolemy. It was called the 'Ptolemaic system'. However, during the Renaissance, an astronomer and mathematician called Nicolaus Copernicus developed a new theory that the Sun (not the Earth) was the centre of the planetary system and that the Earth revolved around it. This was a revolutionary theory that had a significant impact on scientific thought. Copernicus' model of astronomy was called the 'Heliocentric system'.

Copernicus set out his theory on the universe in a book entitled *De Revolutionibus Orbium Coelestium* (*On the Revolutions of the Celestial Spheres*). His book was published in 1543 CE, the same year he died. Copernicus' theory was a radical **hypothesis** for the time because it challenged the way society and the Church thought about the universe. The Renaissance was a time when individuals began to think and express themselves freely, but it was still very daring, and sometimes even dangerous, to publicly express opinions that were different from the **doctrine** of the Catholic Church. People who did not conform to the teachings of the Catholic Church were in danger of being called **heretics** and **excommunicated** from the Church or even sentenced to death.

Go to OneStopDigital to watch two videos about Copernicus' theory (click on the videos titled 'Copernicus, Nicolaus: theory of the solar system' and 'Astronomy: Copernicus').

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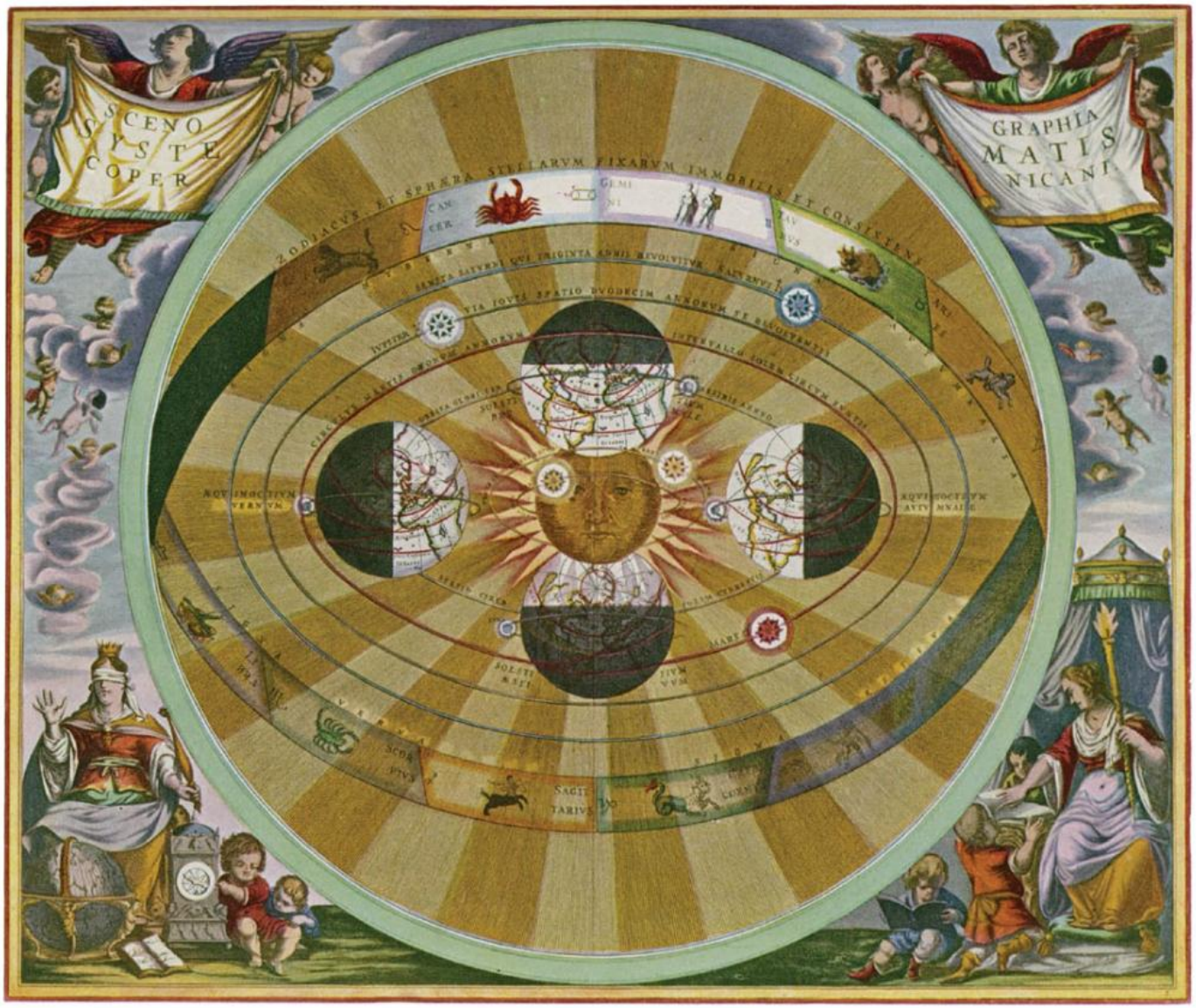
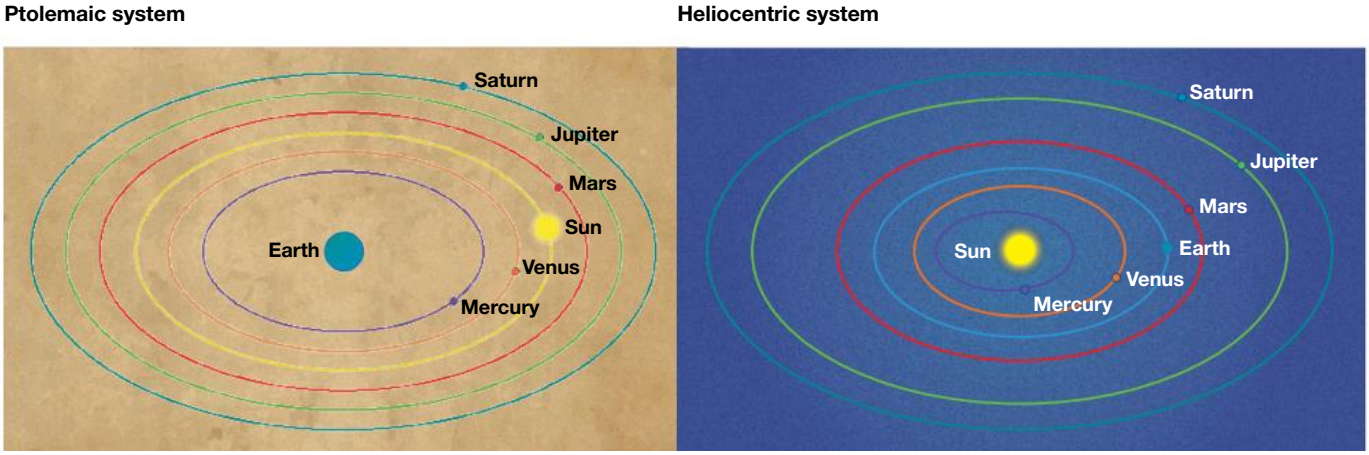


SOURCE 5.27 Copernicus' vision of the universe in his book *De Revolutionibus Orbium Coelestium*, 1543 CE. It shows Earth revolving around the Sun, which illuminates different parts of the globe according to the time of day and the season of the year.



SOURCE 5.28 Sketch of Ptolemaic system compared with the Heliocentric system

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Although Nicolaus Copernicus was born in Poland in 1473 CE, his work influenced Renaissance thought and ideas in Italy and key Italian thinkers such as Galileo. Copernicus studied at university in Italy and was influenced by humanist scholars of the time. He was most famous for being a mathematician and astronomer, but he was also a physician, scholar, painter and pioneer of economic ideas. Copernicus became known as one of the founders of modern science.

When Copernicus died in 1543 CE, he was buried below the floor near the altar of Frauenburg Cathedral in Poland. His grave was unmarked and eventually its exact position was forgotten. In 2005 CE, archaeologists found bones and a cranium belonging to a 60–70-year-old man around the altar of the cathedral. In 2008 scientists analysed the remains and, through DNA testing on a segment of a tooth that had been well preserved over the centuries, confirmed that the skeleton was that of Copernicus.

Go to OneStopDigital to read a newspaper article on the discovery of Copernicus' skeleton and view a computer reconstruction of Copernicus' skull.

SOURCE 5.29 A self-portrait of Nicolaus Copernicus from the 1500s CE

SOURCE 5.30 Copernicus' skeleton, found by archaeologists in 2005 CE

ACTIVITY

Apply your knowledge

1 Revista Tours has asked you to write some text for a new 'Ethical History Tour' they are creating. Write a 200-word essay arguing for or against this statement: 'It is acceptable to move the remains of people from past societies'.

To help you decide which side you will argue on, draw up a table with two columns titled 'For' and 'Against', and fill in all the arguments you can think of. When you write your essay, make sure you support your arguments with

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historical evidence.

2 Imagine that source 5.29 will be shown in a museum exhibition about Copernicus, and that people have an application on their smart phones so that when they hold their phones next to the painting they receive a biography of Copernicus on the screen of their phone. Your task is to create that biography, which must include a description of his life and achievements, and an image of him.

Follow these steps to help you get started:

a Make a list of things that you would need to include in a biography.

b Use the following questions as a guide to writing your biography. Conduct research to answer them.

Who was Nicolaus Copernicus? What are his significant dates? What was the heliocentric system? When and why was it developed? Why did Copernicus' theories challenge existing ideas about the universe and the doctrine of the Catholic Church?

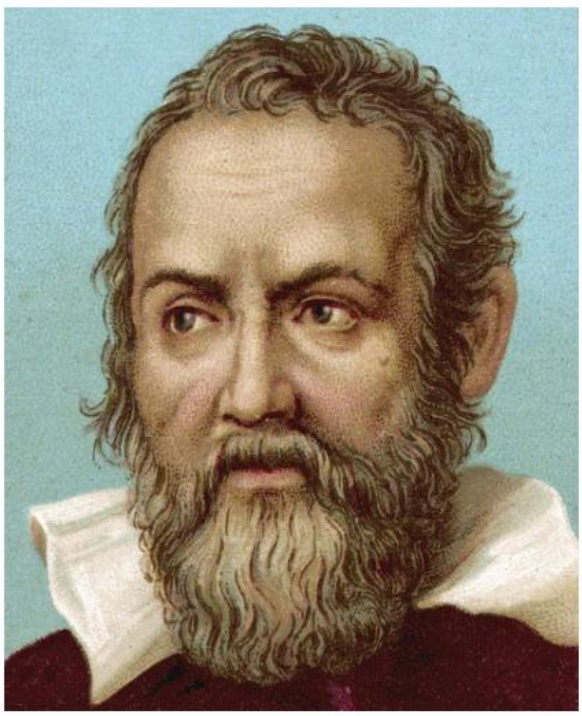
c Be creative with the sources you find and include at least one book, one website, one image and one other source of your choosing that would help with your biographical research.

Share your biography with the class when you have finished.

3 Hitomi takes you to the home of a Catholic priest in 1542 CE, on the day that Copernicus' book *De Revolutionibus Orbium Coelestium* is released to the public. You ask the priest his opinion of the new theory proposed in the book. In your travel blog, record the priest's responses and opinions.

Galileo Galilei

Galileo Galilei was a famous Italian astronomer, physicist, mathematician and philosopher who played a major role in founding modern science. He was born in Pisa in 1564 CE and grew up outside Florence. Galileo invented many mechanical instruments including a water pump, a **sector** and a pendulum clock. He also developed important theories such as the theory of motion. One of his most famous and well-known inventions was a telescope that could magnify objects to 20 times their size.



SOURCE 5.31 A Renaissance portrait of Galileo

Spotlight

A relic is a historical or personal object that is often of religious significance. Relics are well preserved and sometimes worshipped. Galileo's finger is a relic that commemorates Galileo as a martyr and famous scientist. His finger was detached from his body in 1737 CE when Galileo's remains were moved from his original grave and taken to a new tomb.

SOURCE 5.32 The middle finger of Galileo's left hand

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The telescope allowed Galileo to see the movement of the Sun and stars. The telescope also enabled him to prove Copernicus' theory that the Earth revolved around the Sun. Galileo published his findings in *A Dialogue on the Two Principal Systems of the World* in 1632 CE. However, his publication challenged the authority of the Catholic Church, which taught that the Ptolemaic system was correct. As a result, Galileo was prosecuted for suspected **heresy**. He was forced to **renounce** his findings and lived the rest of his life under house arrest. It is for this reason that Galileo is sometimes regarded as a **martyr** for science. He died in 1642 CE.

ACTIVITY

Check your understanding

1 Explain the link between Copernicus and Galileo.

2 What did Galileo do that the Catholic Church did not agree with?

SOURCE 5.33
Galileo's telescope

3 What happened to Galileo as a result of his publication *A Dialogue on the Two Principal Systems of the World*?

Apply your knowledge

1 Create a class database about Galileo.

- **a** First, find an image that represents Galileo and then write a 100-word caption for the image. Examples could include Galileo's telescope, Galileo's inventions, Galileo and the Ptolemaic system, Galileo and the Catholic Church or Galileo's prosecution. Make sure that nobody in your class is doing the same idea or object.
- **b** Go to OneStopDigital to find sources that will help you with your research. You can read about Galileo's life, watch a video about his work, find out more about his telescope and even visit a museum dedicated to Galileo.
- **c** When you have finished, upload your image to a class Flickr account.
- **d** When the database is uploaded, spend some time looking through it. What have you learnt about Galileo that you didn't know before?

2 Hitomi takes you to visit Galileo at his home in 1636 CE. You are able to interview him about his telescope and his confirmation of Copernicus' theories. You also ask him how he feels about his house arrest. In your travel blog, record your interview with Galileo.

The printing press

In 1436 CE, a professional goldsmith from Germany called Johannes Gutenberg invented the printing press, a machine that used mechanical movable type for printing. The invention of the printing press was essential to the intellectual and cultural development of Renaissance Europe because it enabled ideas to spread quickly.

While the printing press was invented in Germany, Italy was a centre for the evolution of early printing and Italians soon began to make their own printing presses. By the end of the 1400s CE, print shops were established in many Italian towns and cities. By the end of the 1500s CE, printing had developed to such an extent that cities such as Venice became major printing centres.

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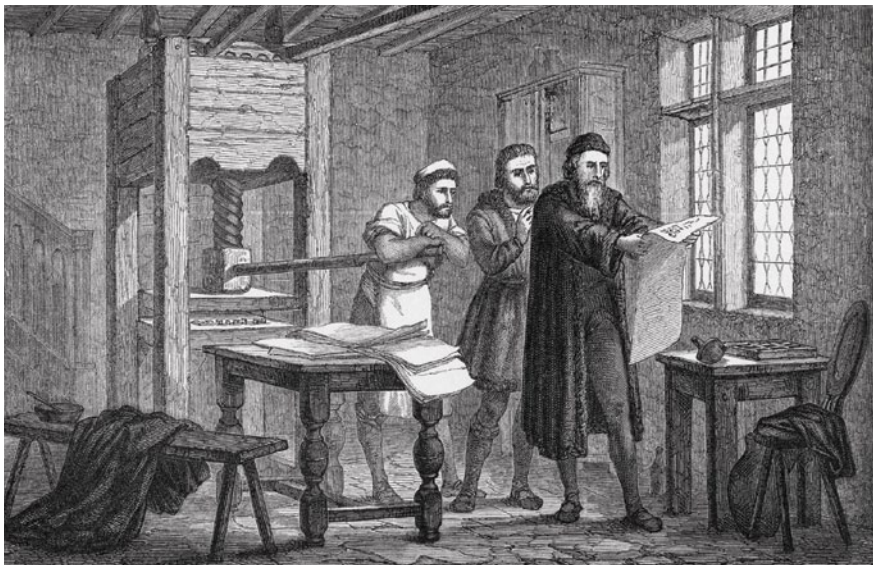

SOURCE 5.34 Renaissance illustration showing Johannes Gutenberg inspecting a sheet of the *Gutenberg Bible* as it comes off the printing press

Printing was a way for humanist writers to spread their ideas to the public. It enabled the mass production of books, giving more people than ever before access to literature and classical texts.

In spite of the printing press invention, most Europeans remained illiterate until the introduction of universal primary school education in the 19th century.

Spotlight

In 1454 CE, Gutenberg printed his first book. It was a Christian Bible, with Latin text, and it is known as the *Gutenberg Bible*. He spent three years producing nearly 200 copies of the *Gutenberg Bible*, which is about the same amount of time it would have taken to produce one handwritten version.

Societies influenced by the Italian Renaissance

The spread of Renaissance culture to England

During the late 15th century, the Renaissance spread from Italy throughout the rest of Europe. As ideas from the Renaissance reached different European countries, people adapted them to their own local cultures. Knowledge and ideas were able to spread quickly throughout Europe because of the invention of the printing press and a general growth in economic wealth.

In England, the start of the Renaissance was sometimes called the 'Age of Shakespeare' or the 'Elizabethan Era'. The English Renaissance produced famous poets, writers, philosophers and scientists. It was a time of significant developments in literature and music. The English Renaissance also played an important part in the development of the English language. Much of this was due to William Shakespeare (1564–1616 CE), who is known as one of the greatest writers of the English language. Shakespeare wrote nearly 40 plays and more than 150 **sonnets**. He also played a major role in developing and documenting the English language.

Spotlight

Shakespeare had a huge vocabulary and, according to the Oxford English Dictionary, he contributed nearly 3000 words to the English language. Go to OneStopDigital to view a glossary of some of Shakespeare's words.

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SOURCE 5.35 William Shakespeare (1564–1616 CE)

The Globe Theatre in London was built by Shakespeare's play company and is where many of his plays were performed. Take a virtual tour of inside the rebuilt, modern-day Globe Theatre at OneStopDigital.

ACTIVITY

Check your understanding

1. Describe the spread of the Renaissance from Italy to the rest of Europe.
2. Identify two factors that enabled the expansion of Renaissance ideas and knowledge throughout Europe during the late 15th century.
3. Who was William Shakespeare? What are the dates of his birth and death?
4. Name two types of literature Shakespeare wrote.

Apply your knowledge

1. What is the meaning of the word 'insult'? Use source 5.36 to construct your own Shakespearean insults. Begin with the word 'Thou' (meaning 'You') and conclude with a word from each column; for example, 'Thou peevish clay-brained canker blossom!'. What do your insults mean? Share them with the class.

peevish	clay-brained	canker blossom
grizzled	dog-hearted	clot pole
greasy	evil-eyed	hedge pig
jaded	lily-livered	dogfish
waggish	mad-bred	egg-shell
purpled	onion-eyed	nut-hook
rank	paper-faced	pantaloon
saucy	rump-fed	rabbit-sucker
vacant	shag-eared	snipe
yeasty	white-livered	younker

SOURCE 5.36 Shakespearean insults

Legacies of the Renaissance

The Renaissance Era was about the rebirth of classical values and ideas from the Ancient World. Important changes that occurred during the Renaissance in Italy spread throughout Europe. These changes were brought about by humanist scholars and rulers who used classical values and ancient texts from Greece and Rome in new and innovative ways. Changes in architecture, art, science, music, education and philosophy were all helped by the development of new technology. The first Christian Bible was printed during the Renaissance. Literature, poetry and plays by writers such as William Shakespeare are also important texts that are frequently read and performed today.

Many of the ideas and inventions developed during the Italian Renaissance form an important part of modern-day belief systems. We can view the amazing work of artists such as Michelangelo and Leonardo da Vinci in museums and galleries in Europe. These works are still influencing the work of modern-day artists and students.

The inventions and ideas of scientists such as Copernicus and Galileo, as well as Leonardo da Vinci, have had a significant impact on the development of the Modern World through contributions to art techniques and blueprints for technology, knowledge of anatomy, and in areas such as science, technology, astronomy and philosophy. Culturally, philosophically and intellectually, the Italian Renaissance helped to change the way people thought about human beings, the world and their place in it.

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History challenges

Design a tour brochure

Revista Tours is launching a new tour on 'Animals of the Renaissance' and they've asked you to design their tour brochure. Your job is to use information from sources 5.20, 5.21, 5.24 and 5.25 (pp. 136–38) and do your own research to create the brochure.

You must include the following features in your brochure.

1. Information about the role of animals in Florence during the Renaissance, such as:
   - uses in food, clothing or tools
   - inspiration for art
   - images in architecture.
2. A walking trail taking in at least five sites where travellers could go to find out about animals in the Renaissance. For example, the trail might walk down *Via dei Leoni*.
3. For each of the five sites you include in your trail, write a short description of how a particular animal is represented at that place and why it is represented in this way.

Create a zine

A zine is a small publication that includes text and images. It is self-published and can be produced in a number of different formats, including as typed text, a comic or a hand-written publication.

1. Work in groups to create a zine, either by hand or on the computer, that will present a day in the life of a Renaissance Italian. Imagine that you are creating the zine for someone who does not know anything about Renaissance Italy.
2. Use the sources provided in this chapter and also do some research to find new sources of your own.
3. Share your zine with the class.

Essay

Write an essay responding to the topic: 'Without the Medici family there would have been no great art in Renaissance Italy.' Use the History Skills in Chapter 1 to help you write your essay.

Create a clay sculpture

You will need: a block of clay, clay sculpting tools (your school's art room may have these).

In this activity you will make a sculpture from clay, in the style of Michelangelo.

1. Begin with a solid block of clay.
2. Decide what your sculpture will be—try to imagine what it will look like from all angles.
3. When you begin working, don't simply break the clay into pieces and mould it into shape with your hands, and don't break off pieces and reattach them. Instead, use the clay sculpting tools to carve your sculpture out of the solid block. This is how Michelangelo worked, although he worked with marble, which is much harder than clay!
4. How difficult was it to make a sculpture this way? Does this help you understand what a marvelleous craftsman Michelangelo was?

Create a quiz

You have been asked to work in a group to create a quiz for Revista 'Quiz Night' on Renaissance Italy. Use your virtual experience and further research to create 12 questions to test out on the rest of your group (class). Make sure that there is a prize for the winner!

Design a souvenir

You have been asked to design souvenirs for people wanting to remember their Revista Tour to Renaissance Italy. Research the purpose and process of creating a souvenir and sketch out a design on your blog. Research souvenirs from other heritage sites and museums to inspire you and include images in your blog. Consider which aspects of the tour you would like to emphasise and whether you can make your souvenir humorous or memorable. Include your design process in your blog.

Write a picture book

Write a children's book for students aged seven to ten about either Michelangelo or Leonardo. You can only use primary sources as illustrations.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Section 2

The Asia-Pacific World

A statue of Bodhidharma at the Temple Kencho-ji in Kamakura, Japan. Bodhidharma was a Buddhist monk who lived during the late 5th and early 6th centuries CE. Bodhidharma is thought to have brought Zen Buddhism to China. There are many stories about Bodhidharma. According to one story, Bodhidharma once fell asleep during meditation. Upon waking, he was so angry with himself that he cut off his eyelids to prevent it from happening again. The first tea plants grew from the ground where his eyelids had fallen.

2

KEY TERMS

tatami mat	traditional straw mat, used for flooring in Japan
tsar	emperor or king of Russia

In this overview tour of the Asia-Pacific-World, Anton the anthropologist will talk to you about the role of tea in Asia-Pacific culture, economy and society.

Tea: trade and religion in the Asia-Pacific region

When you put on your Revista Tour Glasses you will see that we are standing in the middle of a beautiful garden in Kyoto, Japan, in the grounds of the Kenninji Buddhist Temple. I'll now adjust the date on your glasses so you can see how the place looked in 1618 CE. There! The garden around us has changed and before you now stands the Jo-an Tea House. The tea house served an important role in the temple complex. In our time, it is listed as a national treasure and has been relocated to Inuyama.

We are seeing the tea house just after it was built in 1618 CE by Oda Uraku, the tea master. Oda Uraku is going to lead us in a traditional Japanese tea ceremony. First, we must wash our hands and mouth at a stone basin in the garden and then we enter the small door to the tea house and kneel on the **tatami mats**. Then, the tea master will serve us a meal, followed by a thick tea in a single bowl. We will all pass the bowl around and share the thick tea. Finally, he will pour each of us a cup of thin tea, which we are to drink in quiet contemplation.

Let's go quietly, now—it's time for the ceremony.

SOURCE S2.1 The Jo-an Tea House, originally built in Kyoto in 1618 CE, now located in Inuyama

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Buddhism and tea

Tea has long been closely associated with Buddhism. Buddhist monks have strict rules about what they may eat and drink. They cannot eat meat, fish, or any animal products and they are not allowed to drink alcohol. They must fast during the evening. They are allowed to drink tea, however, even during the evening fast. For centuries, Buddhist monks were responsible for collecting tea plants and seeds, bringing them to their local region, growing the plants and cultivating the tea leaves.

Tea plants are native to the region around north-east India, northern Burma and south-western China. As Buddhism spread from India to China, Southeast Asia and beyond, Buddhist missionaries took tea plants with them.

Tea was first brought to Japan by a Buddhist monk in 815 CE. At first, tea was mainly used in religious rituals. By the late 12th century, tea had become a luxury associated with the samurai warrior class. In the 15th century, Zen Buddhist priests developed a ritual tea ceremony. The tea ceremony was meant to encourage reflection on humility and simplicity, imperfection and emptiness. Understanding emptiness and human imperfection is considered the way to achieve spiritual enlightenment in Buddhism.

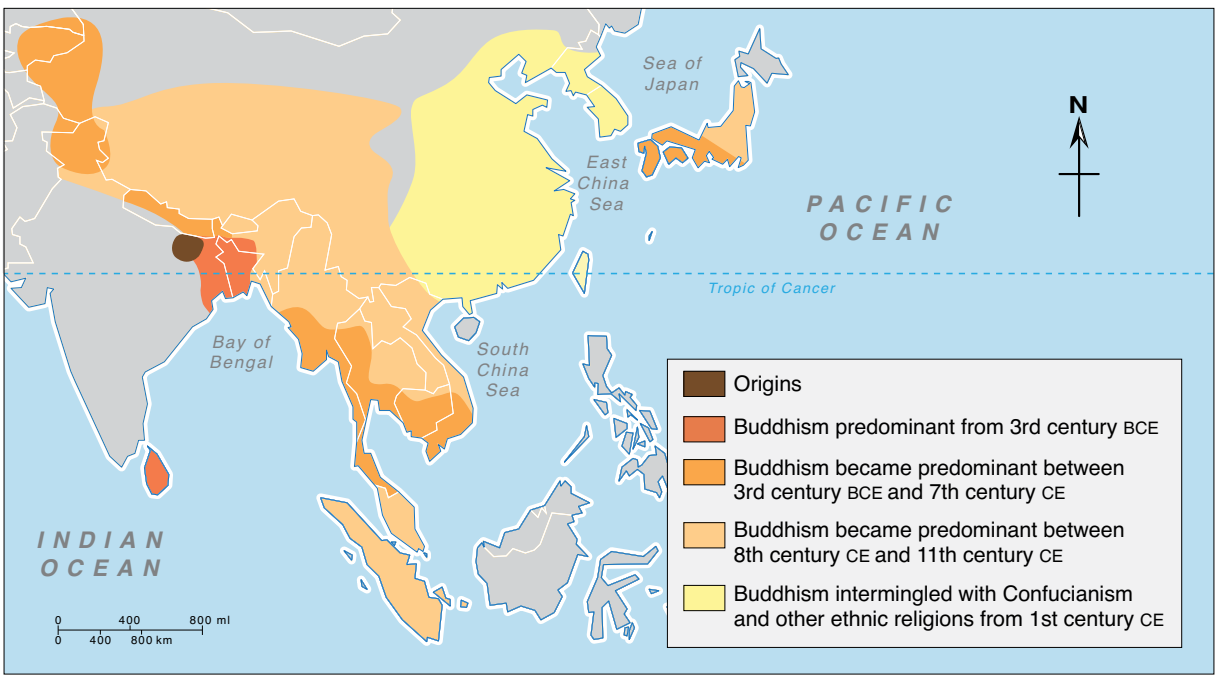
The tea trade in Asia

In the 8th century, a Chinese scholar named Lu Yu wrote a book called *Chajing* (The Classic of Tea) which contained detailed information about the correct way to grow and brew tea. Lu Yu's book also instructed readers on the right equipment for the preparation and drinking of tea. *Chajing* proved to be very influential and tea drinking flourished across China.

By the time of the Song Dynasty (960–1276 CE), tea had become a major Chinese export, sold by merchants along the trade routes across Central and Southeast Asia. In exchange for tea, Chinese merchants bought horses from Central Asia, and spices, pearls and tin from Southeast Asia. Horses were considered particularly important to the conduct of imperial wars during the Medieval Period.

The tea trade with Europe

Tea first appeared in Europe in 1606 CE, when Dutch ships brought a cargo of tea to Amsterdam. By the middle of the 17th century, tea had become a fashionable drink in Europe for the nobility. The Dutch East India Company had total control over the sale of tea in Europe until the end of the 1660s, when British companies began to enter the tea trade.



SOURCE S2.2 The spread of Buddhism in Asia up to 1200 CE

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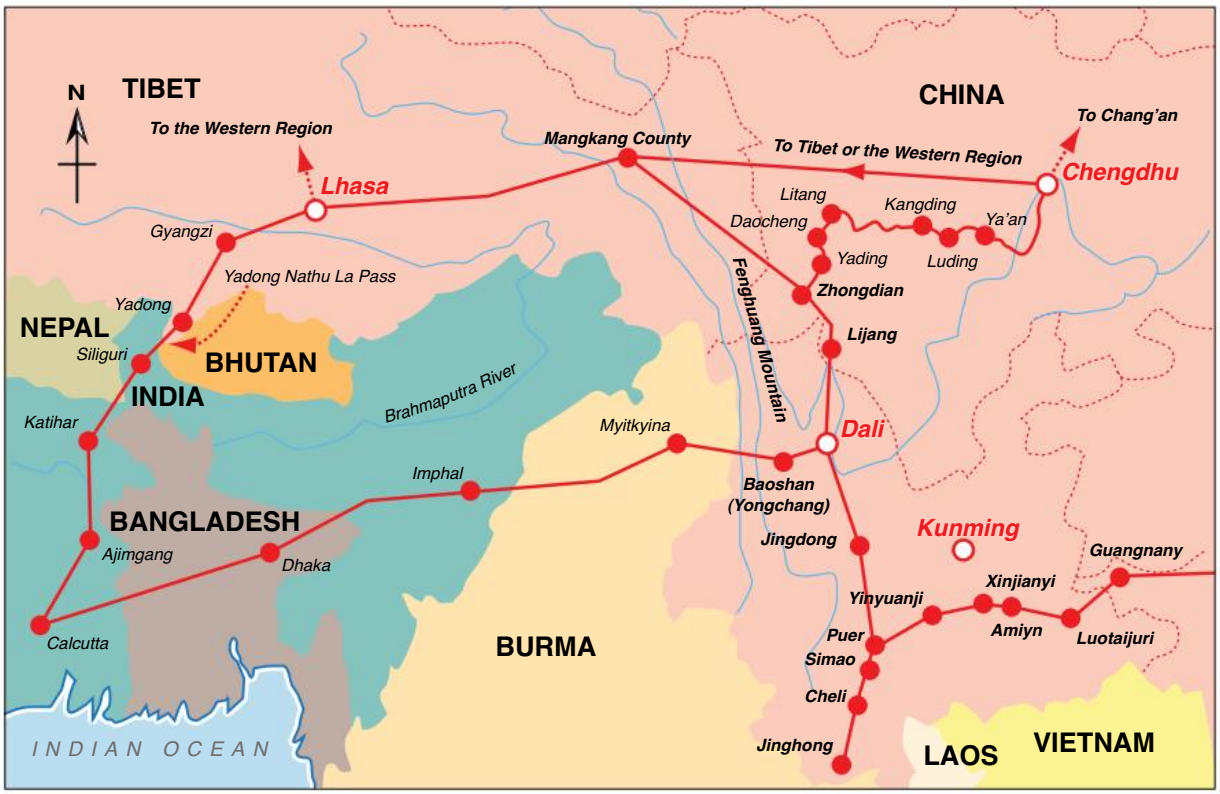

SOURCE S2.3 The tea trade route

In 1618 CE, Chinese ambassadors presented the Russian **Tsar** Alexis with many valuable chests of tea. At this time, tea was unknown in Russia. After inspecting the chests and finding it packed full of tiny dried leaves, Alexis refused the gift, declaring it 'useless'. But as tea-drinking became popular elsewhere in Europe, he soon realised his mistake! In 1690 CE, Russia and China signed a treaty that brought the tea trade to Russia. Indeed, tea became so popular that, in 1735 CE, 300 camels laden with Chinese tea would travel for eight months between China and Russia, in order to fill Russia's demand for tea.

ACTIVITY

Check your understanding

1. Why did Buddhist monks drink tea?
2. How was tea drinking spread across Asia?
3. How did *Chajing* increase the popularity of tea drinking in China?
4. What goods were traded for tea in Asia?
5. When and how did tea first reach Europe?

Source questions

1. Look at source S2.3. What areas of Asia were part of the Chinese tea trade route?
2. Look at sources S2.2 and S2.3. What do you notice about the areas involved in the tea trade and the areas influenced by Buddhism?
3. What conclusion can you reach about the relationship between tea and Buddhism?

Apply your knowledge

1. Explain the reason for the Russian tsar's actions in 1618 CE.
2. Explain what happened in Russia between c. 1690 CE and 1735 CE.
3. Record your trip to Kyoto in 1618 CE in your travel blog, noting what you saw, heard and smelled. What did you enjoy about the tea ceremony?

Spotlight

At first, all tea masters in Japan were men. Women did not serve tea until the end of the 19th century.

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As your Revista Tour Glasses adjust again, you will feel that the weather is beautifully warm. You might even hear children laughing and splashing in the ocean nearby.

We have gone back further in time, to Tonga in the South Pacific in 1456 CE. In the small vegetable garden in front of you, you will see kava growing. The roots of the kava plant are made into tea in Polynesian countries. The roots are dried, ground into a powder and brewed with water. Kava has a bitter taste—in fact, the word kava means 'bitter' in several Polynesian languages.

Kava has many uses in the Medieval Pacific. It is commonly used as a medicinal treatment for fatigue. It is also used in important ceremonies, such as naming a child, celebrating a young person's coming-of-age and communicating with the dead. The kava is drunk only by the male nobles of Polynesian society.

Look, here is someone preparing kava for a ceremony.

Kava tea

Legend and history

Kava was first grown as a crop on Vanuatu and was traded throughout many islands of the South Pacific. It was considered very valuable. Traders would collect the kava in Vanuatu and wrap it in wet leaves to keep it fresh for the voyage home.

SOURCE S2.4 The kava plant

SOURCE S2.5 Preparing kava for a traditional ceremony

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Tongans stopped purchasing kava from Vanuatu sometime around 1447 CE. Anthropologists have been able to date this event based on a legend from Tonga, which tells that the trade ceased five years before the eruption of a volcano. Scientists and historians have been able to work out that the volcano erupted on the island of Kuwae in c.1452 CE. The volcanic eruption was so large that its smoke blocked out the sun, causing cold weather and crop failures all over the world.

ACTIVITY

Check your understanding

1 List two uses of kava tea among Medieval Polynesians.

2 How do we know that kava was valuable?

Source questions

1 Complete the five Ws for source S2.6.

The kava originated in the Female Deity, Pufafine; it grew from her body [in Vanuatu]. Then came the fleet from Tonga, a hundred canoes, a great fleet, they came and plucked its leaves and its stem. They carried it off for Ti Tonga [the Tongan ruler] to drink. When the kava was mixed Ti Tonga drank of it and found its taste was good. The crew went again and again to get the kava until, one day, there was only one kava plant standing. Ti Tonga said that the Tongans should go again and pluck the leaves, anyway. They went, plucked the leaves and also dug out its roots.

Then Pufafine told one of the Tongan men that he should come back in five nights. When he returned to Pufafine he saw that her lips were open wide, and gasping for air. He saw the ocean, which was red, and the skies, which were red, because her entrails had spread out. The man was afraid and hid his head on his knees. Pufafine told him 'Go, and don't turn round; just look in front. If you look round, you'll be eaten!' Then the man went paddling off, looking only ahead. He went on and on, and arrived at Tonga. When he got inland, he craned his head round behind and the sky and the ocean had become light-coloured.

A new kava plant was planted in Tonga from the roots of the last plant in Vanuatu. It was called 'the plant of Pufafine'.

SOURCE S2.6 A Tongan legend about the origin of kava in Tonga. This story was told by a Tongan elder to an anthropologist, Raymond Firth, in 1928 CE. It has been abridged and rephrased slightly.

2 In medieval times, Tongans believed volcanoes were caused by gods. What part of source S2.6 refers to the volcano?

3 Anthropologists have worked out that in Tongan legends the word 'nights' means 'years'. Since the volcano erupted in 1452 CE, how have they decided on 1447 CE as the year that marked the end of the Tonga–Vanuatu trade in kava?

Apply your knowledge

1 Tongan society was an oral culture, rather than a literate culture. People listened to and remembered stories that were carefully passed down through the generations, instead of writing them down. How should a historian approach these oral history sources?

- **A** consider that they are accurate accounts of the past
- **B** consider that they are probably inaccurate
- **C** consider that they may contain some truths that can be investigated by scientists and anthropologists
- **D** consider that they are just stories

Give a reason for your answer.

2 Include your trip to Tonga in 1456 CE in your travel blog. You might like to describe the sights, sounds and scents of the tropical beach and the kava garden.

You will now embark on one of Revista's in-depth tours of the Asia-Pacific World: 'The Khmer Empire', 'Medieval Japan' or 'Polynesian expansion across the Pacific'.

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Chapter 6

The Khmer Empire (c. 802 CE – c. 1431 CE) »

Angkor Wat Temple, built during Suryavarman II's reign of the Khmer Empire, is one of the most remarkable buildings ever built

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What was life like in the Khmer Empire?
2. What caused the Khmer Empire's rise to prominence?
3. What were the cultural achievements of the Khmer Empire?
4. What caused the decline of the Khmer Empire?

Introduction

Had the Ancient Greeks and Romans known of Angkor, they surely would have counted that great city as the eighth wonder of the world.

Michael Coe, *Angkor and the Khmer Civilization*, 2003

THE IDEAS AND social practices that were developed in India and China during the Ancient Period spread throughout Asia and parts of the Pacific region. This resulted in sophisticated and dynamic societies being created, which in many cases surpassed their Indian and Chinese origins. The people of Southeast Asia, influenced by India, created highly refined cultures based on irrigated rice-growing. One such group of people were the Khmers of Cambodia, who created an empire that dominated Southeast Asia for 500 years. The Khmer Empire, which began in 802 CE, was one of the world's most powerful, wealthy and populous civilisations before its slow demise from the middle of the 14th century.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

baray	a large man-made body of water surrounded by banks of earth; resembles a reservoir
bas-relief	sculpture projecting from a stone wall
Brahmin	a Hindu priestly figure of high standing
caste system	a rigid social system that categorised people into groups that determined not only a person's job and economic capacity, but also their position in the social hierarchy
cavalry	soldiers who fought on horseback
corps	a military unit
corvée labour	compulsory unpaid labour demanded by a king instead of taxes; this system existed in Cambodia until the 1960s
cosmology	an understanding of the place of humans in the universe
delta	in the context of a river, a series of streams that branch off at the end of a river due to the build-up of sediments over time
drona	a bucket, which holds one-sixteenth of a khari
infantry	the most basic of military formations of unmounted soldiers; in pre-modern times they would have been armed with spears, bows and arrows, crossbows and swords
khari	one khari = 100 kilograms
man-day	one person working one day
mercenary	a foreign soldier who is paid to serve in a local army
pediment	a triangular section above a horizontal section on a building; e.g. above a door or window
rattan mats	mats made of woven palm fronds
Sanskrit	the ancient language of India and sacred language of the Hindu religion
stele	a stone slab, taller than it is wide, bearing inscriptions, erected for ceremonial purposes or to mark territory; popular in ancient and medieval times
Veda	a large body of ancient Sanskrit Hindu scripts

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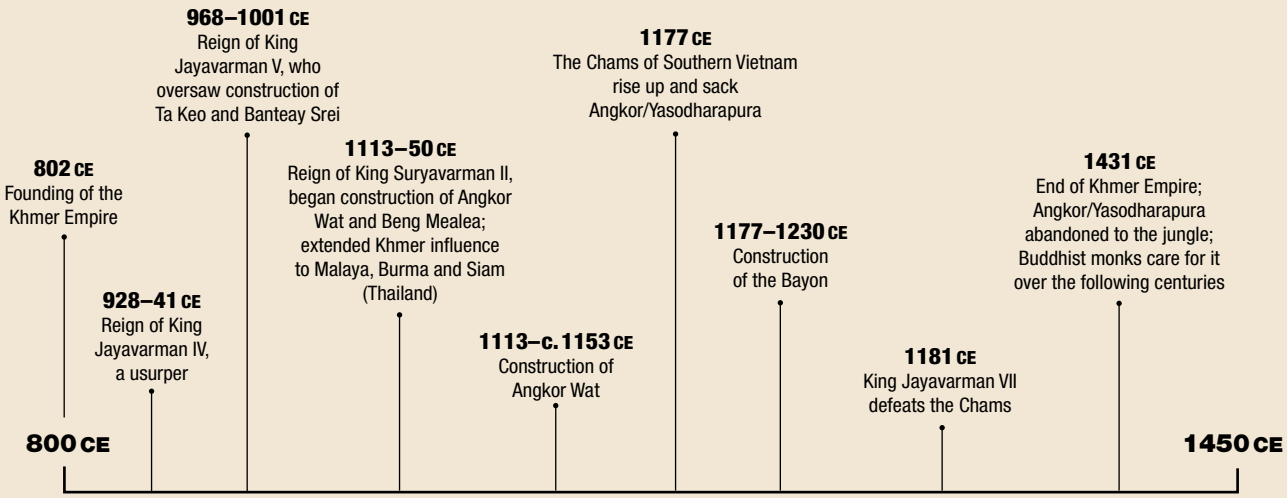
The Khmer Empire c. 1130 CE

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Khmer Empire.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Khmer Empire.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Khmer Empire'. I'm Hitomi, and I'll be your tour guide. Enjoy your trip.

Go to OneStopDigital to watch a digital reconstruction of life in the Khmer Empire.

SOURCE 6.1 A scene from the digital reconstruction of life in the Khmer Empire (available at OneStopDigital).

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Use of historical terms

Before we begin this chapter, it is important that you understand some of the terminology we will be using.

The word 'Angkor' is taken from the Sanskrit word *nagara*, which means 'holy city'. Historians use the word 'Angkor' to describe a number of things—it can refer to the capital city that Khmers of the time knew as Yasodharapura, or it can refer to the Khmer Empire as a whole. To avoid confusion, in this chapter we will always use the term 'Khmer Empire' when referring to the empire itself; and we will use 'Angkor/Yasodharapura', or just 'Yasodharapura', when referring to the capital city.

Historians also refer to the 'Angkor region', which is the archaeological area surrounding the great temples of central Cambodia. This is the area we refer to in this chapter when we say 'Angkor region'.

Finally, the term 'Angkor Wat' means the temple of the city of Angkor/Yasodharapura.

What was the Khmer Empire?

The Khmer Empire dominated much of mainland Southeast Asia for approximately 500 years from the beginning of the 9th century to the early part of the 14th century. The Angkor region, located between the Tonle Sap Lake and the Kulen Hills in central Cambodia, was the heart of the Khmer Empire. No other empire or country, before or since, has influenced or controlled this area to such an extent.

The Khmer Empire became one of history's most powerful, wealthy and populous civilisations, excelling in the fields of art and architecture, agriculture, warfare and government. However, by the mid-1300s CE, the influence of the Khmer Empire faded and in the 15th century it was forced to fight for its survival. The Khmer Empire no longer existed when France took over Cambodia in the 1860s. Many questions remain as to why this once mighty empire, with its advanced systems of water control and magnificent temples, ultimately failed.

Watch the documentary 'Digging for the Truth: Angkor Wat' on OneStopDigital.

Southeast Asian geography and history

By 650 CE, two distinct types of societies had begun to form in Southeast Asia: the coastal trading societies and the inland societies.

The coastal trading societies comprised the Malay people and centred on the island of Sumatra, the Malaysian Peninsula and the Straits of Malacca, which is the body of water that separates Sumatra and Malaysia. Malay people also settled along the coast of present-day central Vietnam, where they were known as the Chams and their kingdoms known as Champa.

SOURCE 6.2 Cambodia and surrounding countries, showing the Tonle Sap Lake, Tonle Sap River, Mekong River and Mekong Delta

The inland societies were made up of rice growers who built temple complexes. Their ruins can be seen in present-day Burma, Thailand, Laos and Vietnam, and on the islands of Bali and Java. They leave behind some of the most spectacular buildings and structures

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ever made. The Khmers were the most successful of these societies, and their kingdom came to encompass areas that included present-day Cambodia, Burma, Thailand, Vietnam and Laos.

Cambodia

Cambodia is situated at the southern end of the Indochina peninsular and is located entirely within the tropics. 'Cambodia' is English for the Khmer word *kampuchea*, which comes, in turn, from the Sanskrit word *kambuja*. Although no written creation story has survived, Cambodians have an oral creation story passed down in a similar way to that of the Australian Aborigines' Dreamtime stories. The Cambodian creation story helps to explain the origins of the country's name.

According to Cambodian mythology, a foreign **Brahmin** named Kaundinya arrived when much of Cambodia was under water. He fired a magic arrow into the ground to mark the location of his future capital. He then married the daughter of a local Naga king (the Naga were a mythical race of people with a kingdom located somewhere in the Pacific Ocean) and gave her fine clothes to wear. In exchange for these clothes, the Naga king drank all of the water covering the land. The king was then able to build the capital, and named the country 'Kambuja'.

This story demonstrates that Cambodians view the origin of their society as being a blend of culture and nature.

Most of Cambodia is at an elevation of less than 100 metres above sea level, with the exception of the mountain ranges that border Thailand to the west and north, and Vietnam and Laos to the north and east. The Mekong River, the tenth longest river in the world, runs down the centre of Cambodia and through to the Mekong **Delta** in modern-day Vietnam, before it empties into the South China Sea. The source of the Mekong River is melting snow in the world's largest mountain range, the Himalayas, which are mainly spread across Tibet and India. Although the Himalayas are located 4000 kilometres away from the Mekong River, a large volume of water flows from them into the river. The heavy monsoonal rains that fall annually across Southeast Asia also add to the volume of water in the Mekong.

The Mekong Delta acts as a brake on this flow of water. As a result, one of the natural world's most amazing occurrences takes place. As the floodwaters build up from the delta, the Tonle Sap River, which flows into the Mekong from the Tonle Sap Lake, once a year reverses its flow and creates an inland sea known as the Great Lake in the middle of Cambodia.

SOURCE 6.3 The Mekong River in Cambodia

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When it is not flooded, the lake covers about 2700 square kilometres; when Tonle Sap reverses its flow, the Great Lake expands up to 16 000 square kilometres at its peak, and its depth increases from 1 metre to 9 metres. When this inland sea drains away after the flood season, it leaves behind fertile soil that is capable of supporting intensive rice cultivation.

Cambodia is a large depressed basin, with isolated hills, or phnoms, scattered throughout the plain. As such, much of the plain is flooded each year by the reversal of the Tonle Sap and the swelling of the Great Lake. In prehistory, the central plain of Cambodia was under water and waves broke against the Dangrek Mountains. As the Mekong River cascaded over the Khong Falls, it brought with it sediments that gradually emerged from under the sea floor, forming the present-day plains of Cambodia. All that remains of this sea today is the Tonle Sap/Great Lake.

ACTIVITY

Check your understanding

1 a What are the main rivers in Cambodia?
  b Where does their water come from?
2 Where are the mountains located?
3 What happens to the Tonle Sap River and Lake each year?

Apply your knowledge

1 Look at source 6.2. Where on this map would you place the capital of an empire? Why?
2 Cambodia's creation story has similarities with the country's geological past. What are they?
3 For much of the year, Cambodia is largely a wet soggy plain. How would this assist agriculture?
4 Hitomi asks you to observe the landscape and to reflect in your blog. Why do you think the geography of Cambodia contributed to the Khmers creating one of the region's most successful civilisations?
5 Create a short story book for children aged four to six which explains the creation myth of 'Kambuja'. You could create it as an ebook or picture book.

Establishing an empire

Prior to the 9th century, the kingdoms in the lower Mekong River region had been in a constant state of warfare with each other as well as with external enemies such as the Chams. In 802 CE, a powerful man called Jayavarman II was strong enough to unite the independent kingdoms, and this became the foundation of the Khmer Empire.

Jayavarman II came to Cambodia 20 years before the unification of the kingdoms. Historians have speculated that he came from somewhere overseas, or at the very least from Champa. Historically, societies had developed in the Mekong Delta and surrounds to take advantage of trade between India and China, and shifts in trade patterns probably resulted in Jayavarman II relocating north of the Tonle Sap Lake to focus on agriculture, which this area was very well suited to.

Some historians believe that Jayavarman II spent the 20 years between his arrival in the region and the unification building alliances through arranged marriages and other means. He was powerful enough to defeat enemies and prevent foreign powers from controlling Cambodia. All of this united the Cambodian kingdoms and the Khmer Empire was established.

After establishing the empire, Jayavarman II had himself crowned as *chakravartin* (world emperor) by partaking in a ritual conducted by a Brahmin priest at Mahendraparavata, north of the Tonle Sap Lake in the Kulen Hills. Not content with being the supreme king of kings, Jayavarman II then established a cult known as *devarajas*, or god-kings, which he did by conducting a ceremony that linked him with the Hindu supreme god Shiva, and proclaimed himself a divine universal ruler. The cult of *devarajas* and its link to the gods was the foundation for the royal authority of the Khmer king and all of his successors. A Khmer king was perceived as being god-like by his subjects.

Just two years before Jayavarman II became the universal monarch of the newly founded Khmer Empire, Charlemagne had been crowned the holy Roman emperor of Europe.

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The first capital city

Jayavarman II initially ruled from the Kulen Hills, where he had been declared a universal monarch. Sometime before his death in 835 CE, Jayavarman II moved south to establish his capital city, Hariharalaya, north of the Great Lake. Hariharalaya is named after the god Harihara, which itself is a combination of the Hindu gods Vishnu and Shiva.

Jayavarman II was succeeded by his son Jayavarman III (reign: 835–77 CE), who began the process of building temples at Hariharalaya. However, it was the next king, Indravarman I (reign: 877–89 CE), who established three key engineering features at Hariharalaya that were new to the Khmer Empire, and would later be used by successive kings when building their own capital cities.

The first feature was the building of massive reservoirs of water known as ***barays***. Indravarman I's *baray*, known as the Indratataka (Sea of Indra), was 3.8 kilometres long and 800 metres wide, and was able to hold up to 7.5 million cubic metres of water, which is approximately the volume of 2270 Olympic swimming pools. Historians believe that there were a number of reasons why kings carried out these irrigation works. One was that, through providing a water source in the form of the *barays*, kings were able to honour both their subjects and the local water divinities. Another was that by building these enormous reservoirs, kings were demonstrating their power and their closeness to the gods by creating earthly representations of the lakes that surrounded Mount Meru, the real but undiscovered home of their Hindu gods.

The second and third features Indravarman I established were the ancestral and state temples within the capital. The ancestral temple featured statues of Hindu gods that represented the king's ancestors, making it even clearer for all to see that the king was god-like. The state temple was an earthly representation of Mount Meru, and as such was a 'temple mount'. State temples had five towers representing the peaks of the Himalayan Mountains, and were surrounded by a moat.

Temple mounts and *barays* used extensive amounts of water and required the construction of canals and dykes. These engineering features displayed the king's power and success as a ruler, because extraordinary resources of labour were required to build them.

SOURCE 6.4 West Baray, the largest *baray* in Cambodia, located at Angkor/Yasodharapura; building began in the 11th century under King Suryavarman I and was modified later under King Udayadityavarman II who raised the dykes around it and built an island in the middle

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SOURCE 6.5 Angkor Wat

SOURCE 6.6 The Sdok Kak Thom stele, currently in the National Museum of Bangkok

The trouble with sources

Neither Jayavarman II nor Jayavarman III left any written record or account of their accomplishments. Most of what is known of that period has come by way of the inscription on the Sdok Kak Thom **stele**, from an 11th century temple of the same name in present-day south-east Thailand. A stele is a tall stone slab that bears inscriptions—they were usually erected in ancient and medieval times for ceremonial purposes or to mark territory. The inscription on the Sdok Kak Thom stele recounts two-and-a-half centuries of royal service by the temple's owners to the Khmer court. It describes 12 Khmer kings as well as many of the ceremonies that took place during the time of the Khmer Empire. Historians have questioned some of the claims that the inscription makes about the rituals that linked Khmer kings to the gods.

> Then [Jayavarman] went to reign at Mahendraparavata ...Then a Brahmin named Hisanyadarma, wise in magic science, came from Janapada, for [Jayavarman] had invited him to conduct a ritual so that [Cambodia] would not be dependent any more on Java and that he would be a sovereign chakravartin.

SOURCE 6.7 Translation of some of the text on the Sdok Kak Thom stele, which describes Jayavarman II's ascension to become *chakravartin* in 802 CE.

An audience with the king

There is only one eyewitness account of life in the Khmer Empire. Zhou Daguan, a Chinese diplomat, visited the empire in 1296–97 CE during the reign of Indravarman III. He was not the only diplomat to have visited the empire, but he is the only one to have written an account of his time there. His book, *The Customs of Cambodia*, was translated from Chinese to French in 1902 CE, then later translated into English. The most well-known translation is that of scholar Peter Harris, published in 2007 with the title *A Record of Cambodia: The Land and its People*—it is also considered to be the most accurate.

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ACTIVITY

Check your understanding

1 Which god did Jayavarman II align himself with?
2 What event occurred in Europe at about the same time that Jayavarman II declared himself 'universal monarch'?
3 What is a *baray*?
4 What is Mount Meru?

Source questions

Use source 6.8 to answer these questions.

Twice a day the king sat in his outer palace and dealt with matters of government, and did so without anything fixed in writing. All the ministers and ordinary people that wanted to see him sat in a row on the ground and waited for him. After a while you heard the muffled sound of music from the inner palace, while outside a conch shell blew to welcome him. In a moment you saw the delicate hands of two palace women rolling up a curtain to reveal the king, sword in hand, standing framed in a golden window. Ministers, officials, and people of lower rank all put their hands together in greeting and bowed to the ground. They were only allowed to lift their head when the sound of the conch stopped. The king then proceeded to sit down. I heard that where he sat there was a lion skin, a national treasure he had inherited.

When he had finished speaking about official matters, the king at once turned away. Two palace women lowered the curtain again, and everyone rose.

We can see from this that although this is a country of barbarians, they all know at first hand that they have a supreme ruler.

...Only the king can wear material with a full pattern of flowers on it. On his head he wears a gold crown...Sometimes he goes without a crown, and simply wears a chain of fragrant flowers such as jasmine wound round the braids of his hair. Around his neck he wears a large pearl weighing about four pounds. On his wrists and ankles and all his fingers and toes he wears gold bracelets and rings, all of them inlaid with cat's-eye gemstones. He goes barefoot, and the soles of his feet and the palms of his hands are dyed crimson with a red preparation. When he goes out he has a gold sword in his hand.

SOURCE 6.8 Zhou Daguan's observation of Indravarman III, c.1296–7 CE in *A Record of Cambodia: The Land and its people*

1 What evidence is there of Indravarman III's authority in this source?
2 There have never been any lions in Cambodia. If Daguan's account is true, where do you think the lion skin came from? You will need to conduct some extra research and read the section on 'Trade' on pp. 166–7 to answer this question.
3 Why do you think Daguan thought the king was 'a supreme ruler'?

Apply your knowledge

1 The Sdok Kak Thom stele inscription is from 1053 CE and is the only account of Jayavarman II. Why might this evidence of Jayavarman II be a problem for historians?
2 Write the quote from the Sdok Kak Thom stele in your own words.
3 Your Revista Tour Guide, Hitomi, takes you to the Khmer Empire in 1296 CE to collect some samples to help visually impaired people experience what you have experienced with Indravarman III. What could you bring back to recapture the moment? Think about which other senses you could use. Include some images in your blog.

Life in the Khmer Empire

Indianisation

Southeast Asia, and hence the Khmer Empire, was strongly influenced by the political, cultural and religious practices of Indian society. From about 200 BCE, these influences began to appear, although they were adapted to suit local conditions, in a process known as Indianisation. We can draw a similar comparison with our own Western civilisation, which adapted many aspects of Ancient Greek and Roman political and cultural practices. For example, democracy had its beginnings in Ancient Greece, as did much of our philosophical, musical, scientific and mathematical ideas, and if you look closely at buildings such as the White House in Washington, echoes of Greek and Roman architecture can be seen. But just as the United States was not settled by the Ancient Greeks and Romans, Cambodia was not settled by Ancient Indian princes and kings.

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Comparative table of Indian and Southeast Asian customs

India	Southeast Asia
The use of milk in the diet	No
Vegetarianism	No
Caste system	Only in Bali
Religion, cosmology and ritual	Yes
Arts, including statues representing gods, kings and Buddha	Yes
Political models	Yes
Sanskrit language	Yes
Money, coinage	No
The practice of stone inscription and palm-leaf books	Yes
The Hindu temple complex	Yes
Cremation burial	Yes
Town and city planning	Yes
Artificial water systems	Yes
Wheel-made pottery	Yes

SOURCE 6.9 Some aspects of Indian society that were and were not adapted and used in Southeast Asia

King succession

In the history of Western civilisation, royal succession usually went through the oldest male heir. In classical Cambodia this was not the case. Succession could travel via both males and females and could also move along branches of the same generation before descending to the next. One of the reasons for this complicated system was that family histories were often made up and could include gods. This made for an unstable system of succession (when kings died there were often very bloody battles to decide the next king) but it was also a system that could deliver very able rulers, as many potential kings had to fight, organise themselves and convince others that they should be king.

Slaves

A large number of people in the Khmer Empire were various types of slaves. Zhou Daguan described one class, the family slave, as 'savages purchased to work as servants'. These people were most likely prisoners captured in war from mountain tribes. This type of slavery is typical of what took place elsewhere in the Medieval World

SOURCE 6.10 Slaves on a bas-relief in the Angkor region

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and was so widespread that Zhou Daguan claimed that 'most families have 100 or more of them, a few have 10 or 20; only the poorest have none at all'. Indeed, slavery of one type or another continued in Cambodia into the 19th century.

Slaves were treated poorly and often beaten for being lazy and not carrying out their duties properly. If they ran away and were recaptured, Zhou Daguan recorded that their punishment was to 'carry a dark blue tattoo on their face, and sometimes an iron shackle around their neck or between their arms and legs'.

Peasants were also required to give **corvée labour**, which was used for the building of public works such as roads, irrigation and temples.

Hinduism, gods and temples

The Khmer religion was Hinduism. Hinduism is more of a religious tradition than a strict religion—it is a concept that defines a way of life for its followers and combines a series of traditions and philosophies developed in India over thousands of years. It has several sacred texts and many gods or deities.

SOURCE 6.11 The Monkey God Hanuman who was sent to Mount Meru to find a special herb, not knowing what it looked like. He returned with the whole mountain.

SOURCE 6.12 Part of the temple Phimai

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Hindus believe that the gods live on a mountain called Mount Meru. They believe that the mountain is in the Himalayas, but its location had not been discovered. The religion states that Mount Meru is surrounded by seven different seas, from which springs the river Ganges. As its source is connected to the home of the gods, Hindus believe the waters of the Ganges are pure and the river is therefore viewed as a holy place. As we have learned, the temples that the Khmers built, especially those known as temple mounts, were representations of Mount Meru. As this type of temple was associated with the Khmer king who built it, this added to his god-like status in the eyes of the people. The Khmer temples can perhaps be seen as a mixture of a house of parliament and a church. The Khmer kings were therefore seen as part political leader and part god.

Temples were also an important way of collecting taxes and distributing power and protection in the Khmer Empire. Where a king established a temple, all of the people in its surrounding area came under imperial protection. The king would appoint priests and other noble people to run the temple. In return for his protection, the people would supply labour, temple slaves and agricultural surplus to the temple. These temples would often be decorated with carvings that stated the greatness of the king, and how powerful, kind, generous and magnificent he was. Temples were the main political, economic and social organising institutions in the Khmer Empire. The steles that accompanied them were the means of demonstrating to everyone, including the gods, how rich and powerful the Khmers were, as they proclaimed the people who had been provided to the temple and the food held at the temple.

ACTIVITY

Check your understanding

1 a From where did the Khmers obtain their ideas about religion and social and political organisation?

b How did these ideas arrive in Southeast Asia?

2 Why do Hindus believe the River Ganges is holy?

3 Identify two functions of Khmer temples.

SOURCE 6.13 Preah Khan Temple stele, from Angkor

4 What are two aspects of Indian society that were *not* adapted by Southeast Asians?

5 Where did the slaves come from?

Source questions

Use source 6.14 on page 166 to answer these questions.

1 How many people were provided as temple slaves and other labour to the Preah Khan Temple, according to the translation of the script on the stele?

2 How many kilograms of rice and peas were provisioned?

3 What do you think all the food was used for?

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The King and the owners of the villages have devoutly given 5324 villages,
totalling 97 840 men and women,
444 chefs,
4606 footmen, cooks and others;
2298 servants, of which 1000 dancers;
47 436 individuals making sacrificial offerings.
Here is what should be in the royal storehouse each year:
Rice: 1328 **khari**, 2 **drona**;
Gold objects: 253 towers and other objects.
18 160 hemispherical dishes and other utensils.
Peas: 57 khari, 3 drona;
Sesame: 29 kharika, 3 drona, 4 prastha;
112 300 pearls;
Bronze: 16 110 bhara, 3 tula, 1 katti, 10 pana.

SOURCE 6.14 Translation of text from the Preah Khan stele

Apply your knowledge

1. Imagine that you are an Indian merchant travelling through the Khmer Empire. Design a postcard with a picture of a Khmer temple on the front and then write on the back what the similarities between India and Cambodia are. You may need to use the internet to find images of Khmer temples.
2. Hitomi takes you to the Khmer Empire in 860 CE. You spend a day working alongside a slave. In your travel blog, write about your experience. Focus particularly on the way they are treated, their relationship to other staff and their daily chores.

Economy and rice production

Money or coinage was not used in the Khmer Empire; instead, the Khmers used systems of trade and barter. The Khmers excelled at producing an abundance of rice and this formed the basis of their economic system. Rice was used for small transactions; silver and gold were used for larger transactions.

It is estimated that approximately 80 per cent of the population was involved in growing rice. The Chinese diplomat Zhou Daguan believed that there were three or four crops per year in medieval times; in the region today there are only one or two crops per year.

Historians are in disagreement as to how the Khmers were able to grow so much rice. What they do know is that the Khmers used a very successful technique known as the flood retreat method. As the waters of the Great Lake receded, farmers trapped the water in their rice fields so that they could irrigate the fields. As the level of the lake fell further, they would move their rice fields down to trap more water until eventually they were growing rice at the dry season shoreline.

It is possible that the *barays* were also used for agricultural purposes—this question has long troubled historians. It is only recently, through the use of satellite mapping, that a system of long-forgotten canals and waterways has been discovered in the region of the Khmer Empire. It now appears that some of the water from the *barays* was used for the cultivation of rice.

It is thought that it was the region's rice-growing capacity that originally attracted Jayavarman II to north-western Cambodia.

In general crops can be harvested three or four times a year ... For six months the land has rain, for six months no rain at all ... The high water mark around the Freshwater Seas [Tonle Sap Lake] can reach some 70 or 80 feet, completely submerging even very tall trees except for the tips. Families living by the shore all move to the far side of the hills.

SOURCE 6.15 Zhou Daguan's observation of Khmer crops, in *A Record of Cambodia: The Land and its People*

Trade

Trade of products other than rice was also an important aspect of the Khmer economy. International trade was dominated by China, but there is evidence of trade with neighbouring Champa and Siam and perhaps even India, which had long held trade relations with the region. It is thought that Indian ideas and social practices made their way to Cambodia through the trade links. Forest products such as kingfisher feathers, elephant tusks, rhinoceros horns, beeswax, rosewood and cardamom were traded for foreign goods such as gold and silver, Chinese

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SOURCE 6.16 Bas-relief of a market scene from the Bayon (temple), showing cooked rice being carried away in baskets

silks, pewter, writing paper, sandalwood, iron pots, copper dishes and umbrellas. Cambodian beeswax was in high demand. Beeswax came from honeycombs, which were gathered from the forest, each one weighing up to 25 kilograms. Chinese ships, known as junks, could carry 2000–3000 of these.

Trade took place at markets. According to the Chinese diplomat Zhou Daguan, markets took place every day from 6 am until midday. They were informal affairs, and stalls comprised mats laid out on the ground, for which rent was paid to officials. Most of the stalls at markets were run by women.

At the height of the Khmer Empire in the 13th century, the Chinese were referring to it as 'Cambodia the rich'. Zhou Daguan recorded that when the king left his palace he was seen 'standing on an elephant, the gold sword in his hand and the tusks of his elephant encased in gold. He had more than 20 white parasols decorated with gold'.

Some temples also became very wealthy, as they were exempt from tax. The records from one temple show that it was rich enough to support 18 high priests, 2740 administrators, 2202 assistants and 615 dancers. In addition to this, it also held 500 kilograms of gold dishes, a similar amount of silver ones, 35 diamonds, 40 260 pearls, 4540 precious stones, 523 parasols and 512 sets of silk bedding.

Cities and bridges

While the greater area of the Angkor region was indeed a huge low-density city, there were other important cities within the empire as well, aside from the capital. These radiated out from the capital city like the spokes of a wheel and were connected by a network of raised highways totalling approximately 800 kilometres. The highways were up to 25 metres wide and were raised as high as 6 metres from the ground. The reason they were raised was to create an all-weather dry road above the flooded plains. These roads may have also served as levee banks to hold water back.

Bridges were built across rivers and flood points, some up to 160 metres long. The Khmers did not use the Roman arch; instead they used the technique of the corbelled arch. Unlike a Roman arch, which uses a key stone to lock in gently curving arcs, a corbelled arch is made up of overlapping stones projecting one-third beyond

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SOURCE 6.17 A 12th-century Angkorian bridge near Siem Reap, Cambodia

the stone below. Compared with a Roman arch, the corbelled arch can only span a small distance; however, this may have been an advantage for the Khmers as they may have used these bridges and arches as temporary dykes—it was reasonably easy for them to plug small gaps in the bridge's structure.

The use of stone in buildings was reserved for temples—just as the gods were permanent, so too would be their buildings. All other buildings were made out of perishable materials such as timber, bamboo and palm frond. None of these survive today.

Spotlight

The corbelled arches were also used by the Mayans of Central America.

ACTIVITY

Check your understanding

1 How many crops of rice did Zhou Daguan say that the Khmers grew?
2 Who did the Khmers trade with and what were some of the items they traded?

Apply your knowledge

1 Historians have long debated whether the *barays* were used for water storage/agricultural purposes or for religious purposes. Write a paragraph for each argument, outlining how the Khmers might have used them for each purpose.
2 The Khmers built with a variety of materials. What materials were used for different types of buildings and why?
3 Hitomi takes you to a Khmer market. You spend the day there on work experience, working at a market stall. You have some beeswax and an elephant tusk to trade. What do you barter them for? Write an account of your bartering experience and speculate as to why the Khmers did not use money. Include some images with your post.
4 Despite the fact that the Khmers did not use money, Roman coins have been discovered in the Mekong Delta! Have a class discussion to think about how they may have got there.

Food

Rice and fish have always been at the centre of the Cambodian diet. To this they add many of the tropical fruit and vegetables that most of us would be familiar with, such as bananas, rambutans, melons, lettuce and beans.

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Unlike with Hindus from India, there were no restrictions on eating meat, and scenes from the bas-reliefs at the Bayon (a temple in the Angkor region) show pigs and deer being slaughtered and eaten, and perhaps even frogs. As in much of Southeast Asia at the time, food was eaten without the use of cutlery; instead, the Khmers ate with their right hand while sitting on **rattan mats**. High officials had their food served on gold and silver plates. Zhou Daguan also tells us that villagers served their rice on earthenware or copper dishes that were imported from China. Small bowls were fashioned from leaves.

The Khmers also enjoyed a number of alcoholic drinks, including various types of rice wine and sugar palm wine.

Spotlight

When we think of Southeast Asian food, we often associate it with hot and spicy flavours. However, chilli was unknown to Southeast Asia until Europeans introduced it from Central America after the 16th century.

Clothing

The Chinese diplomat Zhou Daguan gives us a very good description of Khmer clothing. He records that 'from the king down, the men and women all wear their hair wound up in knots, and go naked to the waist, wrapped only in a cloth'. This is also confirmed in the scenes from the reliefs at the Bayon and Angkor Wat.

Some of the cloth was woven and produced locally, but finer cloth, with more elaborate patterns, was imported. Daguan claims that it came from Siam, Champa and from the 'Western Seas', which could mean either India or the Malay Peninsula. The design that was either woven or printed on cloth was a mark of one's rank in society. Cloth with a full floral pattern on it was reserved solely for the king. He also wore a crown and apparently had a pearl around his neck that was said to have weighed up to 2 kilograms. Senior officials and the king's relatives were permitted to wear cloth with scattered floral designs; those below them, and women, were allowed to wear cloth with a two-flower design. A final noteworthy fact about clothing during this time is that no-one wore any type of footwear; all people, including the king, went barefoot.

SOURCE 6.18 The Khmer tasting platter at FCC Angkor hotel, Siem Reap, Cambodia, 2009. The Khmer platter features a sampling of Cambodian specialties such as fish cakes, spring rolls, fish amok, curry, fried rice and beef lok lok with egg

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Amusements

Life in the Khmer Empire was punctuated by regular festivals. These celebrated the end of the monsoon, harvests, religious occasions and various royal parades. Festivals could include boat races on the Great Lake, processions that included elephants and the king, and performances by dancers and musicians.

Dancers and music were a central part of temple life in the time of the Khmer Empire. All temples had dance troupes and musicians that performed both for ritual purposes and entertainment. Many of the temples feature images of the *Apsaras*, who were celestial dancers. In Hindu cosmological belief, the *Apsaras* were created from the foam that was produced in the churning of the sea of milk when the Earth was created.

Go to OneStopDigital to listen to some Cambodian music.

SOURCE 6.19 Carved dancing *Apsara* figures at Angkor Wat

SOURCE 6.20 Modern-day Khmer (Cambodian) dancers

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SOURCE 6.21 Bas-relief at the Bayon temple, showing men preparing boars for a fight

Other forms of entertainment included animal sports such as cockfights and boar fights, polo matches and circus performances such as juggling and acrobatics. (Board games such as chess and chequers were also played, but these may have been reserved for people of high status.)

SOURCE 6.22 A bas-relief from the Bayon temple, showing men playing a board game

ACTIVITY

Check your understanding

1 Describe Khmer clothing, and the different patterns of cloth that different people in society were allowed to wear.

2 What did the Khmers do to entertain themselves?

Apply your knowledge

1 Hitomi takes you to the Khmer capital in the year 1000 CE, where you attend a festival with a Khmer family. In your travel blog, describe the amusements, and food.

War and warfare

Khmer armies were often engaged in military campaigns against their neighbours, particularly the Chams. Through conquest, they were able to subdue and rule much of mainland Southeast Asia. Kings also used their military power to unify the kingdom in times of unrest, and to also keep other claimants from the throne.

The armies of the Khmers are well documented on the bas-reliefs on the temples of the empire. Historians have studied these in detail and have been able to find out many of the aspects of Khmer war craft. For the most part, the Khmers were very successful in warfare.

SOURCE 6.23 A bas-relief from the Bayon temple, depicting the Khmer Army

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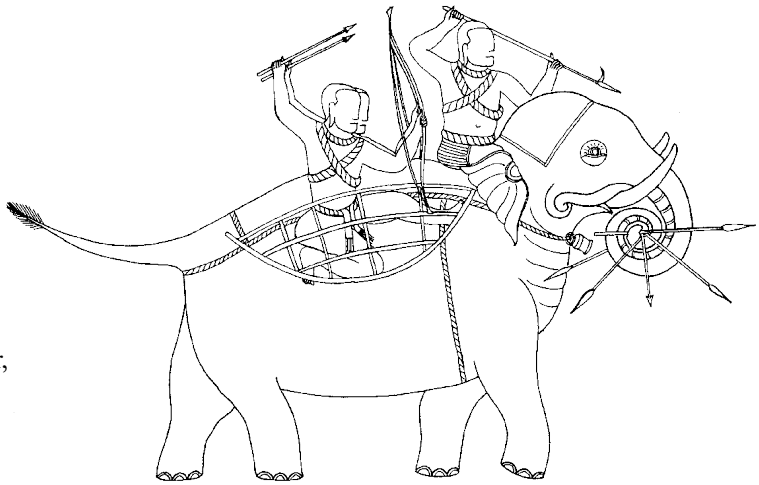
Military organisation

It is likely that the Khmers would have been aware of the important Indian texts on warfare, such as the *Arthasastra* and the models suggested in the Indian epics the *Ramayana* and the *Mahabharata*. But as we have already seen, the Khmers were always selective in the ideas they took from India, and the organisation of the military was no different.

The Indian military was based on four **corps**: **infantry**, **cavalry**, chariots and elephants. However, because of conditions in Cambodia, not all of these corps were practical for the Khmers.

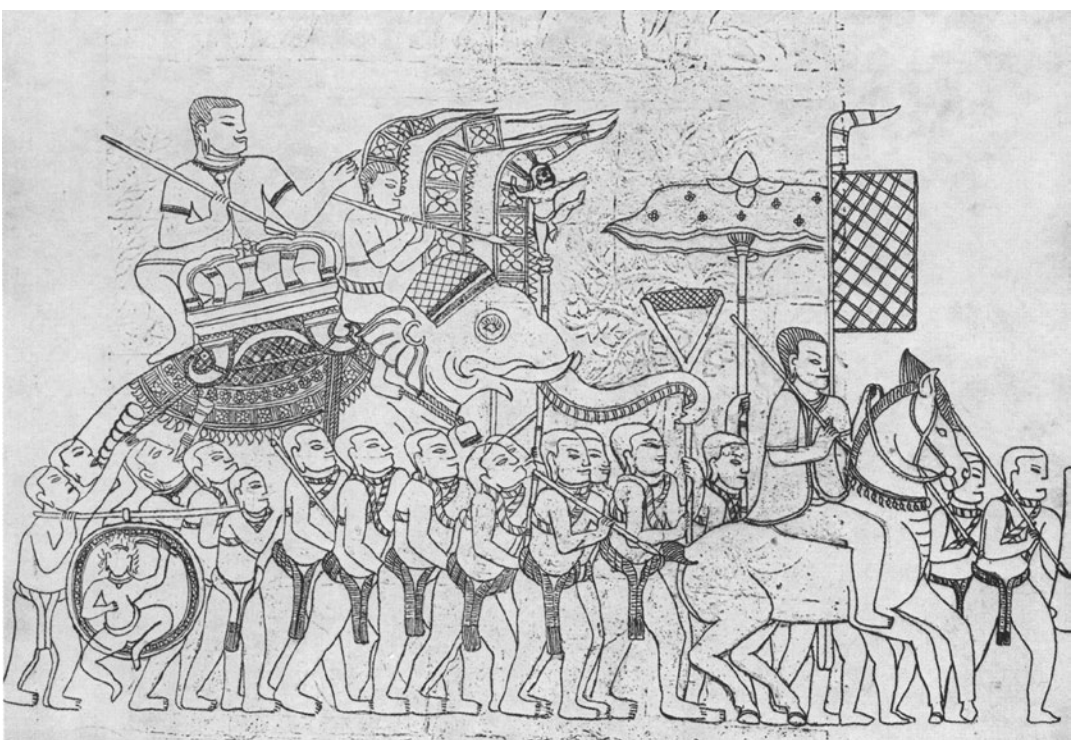
Horses and chariots were used by the Khmers in the early days of the empire but it appears that their use was later abandoned. This was probably due to a lack of a local source of horses, which meant they had to be imported (most probably from China), and the fact that Cambodia is waterlogged for at least half of the year and chariots could become bogged.

Unlike horses, elephants were available locally, and for a time they were used by the Khmers as a type of war machine with arrow- and spear-firing mechanisms strapped to their backs.



SOURCE 6.24 Illustration based on a bas-relief from the Bayon temple, showing archers fighting on elephant-back

But the backbone of the Khmer armies was its unmounted soldiers: the infantry. Trained from a young age, the infantry could be depended on to march long distances and win battles, and their ranks were enlarged from time to time with **mercenaries** from the neighbouring Tai (in present-day Thailand).



SOURCE 6.25 Illustration based on a bas-relief from the Bayon temple, depicting a Khmer fighting unit with a horseman

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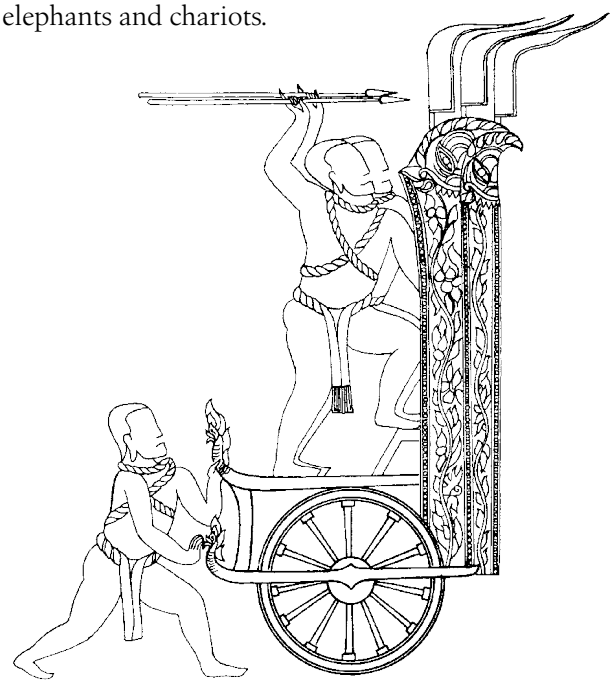
Another area of the military that differed from Indian models was the use of a navy. We know from temple carvings that the Khmers constructed large open boats that were propelled by oarsmen as they did battle on the Great Lake. These boats were probably about 20 metres long and were most likely constructed from huge rainforest trees that had been hollowed out. As there are no surviving boats, these lengths and materials have been estimated from the carvings.

At the raised prow and stern (front and back) the boats had carvings of mythical beasts such as Garudas, Nagas and Makaras. These carvings were probably used to scare enemies and as morale boosters in much the same way that many armies around the world still adopt images of animals. Some boats, probably that of the king or admiral, also had elephant tusks at the front that may have been used as battering rams.

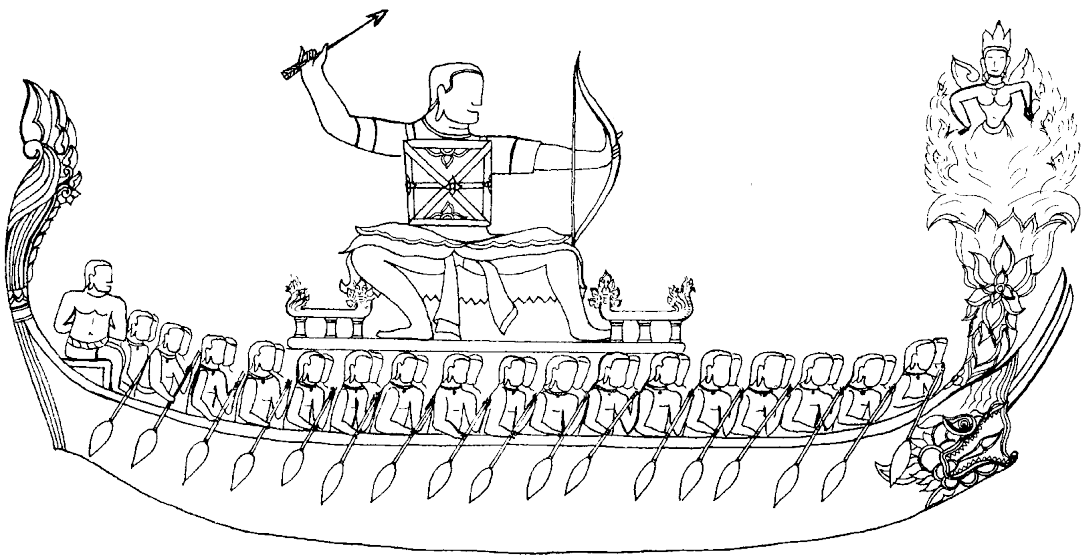
One naval warfare tactic was to throw a type of grappling hook from the Khmer boat onto an enemy boat, use the hook to pull the boats close together, then board the enemy boat and kill the enemy. The bas-reliefs show many scenes such as these, with the hapless Chams floundering in the water before being killed by the Khmers.

Weapons

The Khmers did not have access to gunpowder, so their weapons were of a basic type. Basic troops used weapons such as lances, bows, arrows, shields and breastplates. More advanced weapons such as cutlasses, sabres, swords and a type of axe were carried by better trained troops. The Khmers also used a number of interesting weapons that can be loosely described as 'war machines'—these fired large lances with crossbow-type mechanisms, and were often mounted on elephants and chariots.



SOURCE 6.26 Illustration based on a bas-relief from the Bayon temple, showing a Khmer 'war machine'



SOURCE 6.27 Illustration based on a bas-relief from the temple of Banteay Chhmar in north-west Cambodia, showing a Khmer admiral's boat with an out-of-scale admiral shown at the centre

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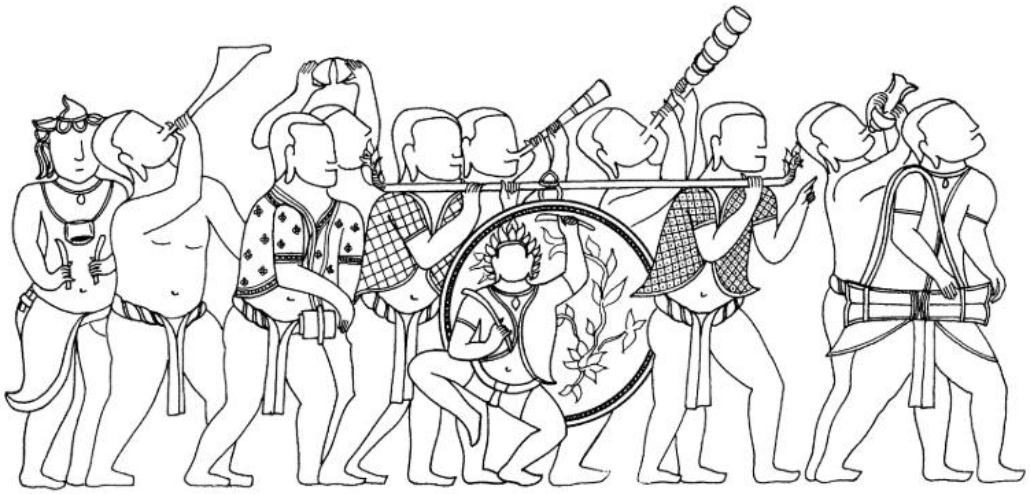

SOURCE 6.28 Illustration based on bas-reliefs from the Bayon and Banteay Chhmar, showing a military band

The Khmer armies were noisy. Elephants wore at least four different types of bells, which would jingle as they walked. Also, accompanying the army were bands of musicians carrying an assortment of gongs and drums. Whether all this noise was to scare off the enemy or boost morale is unclear. Khmer armies were also colourful, carrying a variety of flags.

ACTIVITY

Check your understanding

1 Who were the Khmers' enemies?
2 On whose model did the Khmers base their military organisation?
3 What were the main corps of the Khmer military?
4 What types of weapons did the Khmers use?

Source questions

1 How are elephants being used in sources 6.24 and 6.25?
2 a What musical instruments can you see in source 6.28?
  b Why do you think the Khmers would have had military bands?
  c Most armies today have military bands. Find out what their purpose is.

Apply your knowledge

1 Apart from being used as war beasts, how might elephants also have been used by the Khmers?
2 Explain why the Khmers were successful in defending and expanding their empire through the use of warfare.
3 How do you think the environment in Cambodia influenced how the Khmers conducted war?
4 Hitomi takes you to witness a battle involving the Khmer army and the Chams. Don't worry—you are well away from the action and cannot get hurt! Write a paragraph in your travel blog describing the Khmer battle.

Spotlight

Elephants were also used in warfare in the Ancient Mediterranean World. Hannibal, a brilliant military commander from Carthage (modern-day Tunisia), included elephants in his march across the Pyrenees Alps from Spain to northern Italy when he attacked the Romans at the outbreak of the second of the Punic wars (in the 2nd and 3rd centuries BCE).

Empire kings and their achievements

There were several notable Khmer Empire kings, who achieved many great things. We learned earlier about some of the achievements of Jayavarman II and Indravarman I, and source 6.29 provides an overview of other notable kings. We will investigate three of the most prominent kings in further detail.

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Name	Reign (CE)	Notable achievements
Jayavarman II	802–35	United warring kingdoms and founded Khmer Empire; became universal monarch
Jayavarman III	835–77	Began building temples at Hariharalaya
Indravarman I	877–89	Built first Khmer reservoir; established ancestral and state temples
Yasovarman I	889–910	Moved capital to Angkor/Yasodharapura; built Lolei and Phnom Bakheng
Jayavarman IV	928–41	Moved capital to Koh Ker
Harshavarman II	941–44	Restored Angkor/Yasodharapura as capital
Suryavarman I	1002–49	Expanded kingdom
Suryavarman II	1113–50	Defeated the Chams; began construction of Angkor Wat
Tribhuvanadityavarman	1165–77	Chams defeated the Khmers under his rule
Jayavarman VII	1181–1219	Defeated Chams; Buddhism became state religion

SOURCE 6.29 Notable kings of the Khmer Empire

Yasovarman I and the move to Yasodharapura

Indravarman I's achievements in building canals, reservoirs and temples appears to have set off a process whereby subsequent Khmer kings sought to outdo each other. This monumental building spree started at the first capital city of Hariharalaya by Indravaraman I, was continued by his son Yasovarman I (reign: 889–910 CE). Upon becoming king, Yasovarman I created his own royal city, Yasodharapura (which means 'glory bearing city', and today is known as Angkor) in the Angkor region.

By all accounts, Yasovarman I was not only a visionary builder, but also a skilled leader who had to fight one of his brothers for the throne; these fights possibly involved naval battles on the Great Lake.

> He was a lion-man; he tore the enemy with the claws of his grandeur; his teeth were his policies; his eyes were the Veda. His glory was like a roar in all directions; his virtues made up his name.

SOURCE 6.30 A proclamation of Yasovarman I's greatness

The reasons for which Yasovarman I moved the empire's capital probably included strategic concerns. Indeed, Angkor/Yasodharapura is situated about halfway between the Great Lake and the mountains to the north. It is also located on the north-east bank of the Siem Reap River. The river location is important for two reasons. First, it gave Yasovarman I access to a good source of water for whatever irrigation plans he might have had. Second, the Siem Reap River held similar religious significance to the Khmers as the Ganges does to Indians.

Once Yasovarman I had selected the site for his new capital, he went about establishing the two key features of Khmer cities. His irrigation projects included the building of an enormous *baray*, the Yasodharatataka, which is 7.5 kilometres long and 1.8 kilometres wide. Historians have estimated that to build its embankments alone would have taken 6 million man-days. Today the Yasodharatataka is known as the East *Baray*. It has completely silted up; it does not contain water and is used for rice cultivation. However, its outline can still be seen from more than 100 kilometres above the earth.

For his state temple, Yasovarman I chose a hill and literally turned the entire hill into a temple: the 67-metre-high Phnom Bakheng (see source 6.31). The temple complex represents Mount Meru and was built on a scale that had not previously been seen in the Khmer Empire. The hill was enclosed in a wall and the sides were transformed into a five-tiered, stepped pyramid. The flat top of the highest layer featured five stone towers: one on each corner

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and one in the centre. These represented the peaks of Mount Meru. The central tower was a shrine to the god Shiva and featured a linga, or fertility symbol.

Yasodharapura (refer back to the map at the start of this chapter) was the capital city of the Khmer Empire for nearly five centuries under different rulers. The entire complex of Yasodharapura was up to 1000 square kilometres in size and at its peak may have supported up to 1 million people. This makes Yasodharapura the largest pre-industrial city in history.

Jayavarman II, Indravarman I (about whom we learned earlier) and Yasovarman I laid the foundations for the building of temples and irrigation systems in the Khmer Empire under a powerful ruler closely related to the gods. The power of the Khmer Empire rose and fell, and its boundaries contracted and expanded, but the template for how the empire would be ruled and constructed had been established by these three kings.

Suryavarman II and Angkor Wat

Prior to Suryavarman II becoming king in 1113 CE, the empire had experienced a period of turmoil that saw rival princes contending for power. In order to claim the throne, Suryavarman II had to kill one of these princes as well as the king, his ageing and ineffectual uncle Dharanindravarman (reign: 1107–13 CE). After Suryavarman II established himself as king, he set out to expand and strengthen the empire. He attacked Champa in the east, defeated its king and sacked its capital, Vijaya. He also pushed the boundaries of the empire westwards as far as Burma (Myanmar) and southwards into the Malay Peninsula. He was also the first Khmer king to establish diplomatic relations with China. The Chinese may have also encouraged him to attack the Viet people in the north of present-day Vietnam.

These achievements alone would have been enough for Suryavarman II to be remembered as one of the great kings of the empire. But Suryavarman II also sought to make his rule stand out from those that came before him by linking himself to the god Vishnu. No records remain as to the exact reason Suryavarman II linked himself to Vishnu; however, historians have speculated that he may have broken with the past because of the violent way he took over the throne. But it was what he achieved when he arrived at Yasodharapura that he is most remembered for today.

SOURCE 6.31 The ruins of Phnom Bakheng

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SOURCE 6.32 The central temple at Angkor Wat

During Suryavarman II's reign the Khmers began to produce one of history's most remarkable buildings: Angkor Wat (the temple of Angkor/Yasodharapura), the largest religious structure ever built. Of all the temples built at Yasodharapura, Angkor Wat is in a class of its own. Its sheer size overwhelms all other efforts in the construction of the temple mounts. It covers an area of 2 square kilometres and stands 65 metres high at its highest point—similar to the height of Phnom Bakheng, which is a temple built on a hill! It is surrounded by a 200-metre-wide moat on all four sides and is accessed by a **causeway** on the western side (most Khmer temples have entrances on the east side, so this west-facing entrance is unique).

The temple itself is a series of four-sided enclosures with covered terraces. Each of these terraces is higher than the last; on the wall of the terraces, bas-reliefs depict scenes from Indian mythology as well as scenes for Suryavarman II's court and military deeds. The bas-reliefs are approximately 2 metres high and all up add up to about 700 metres—they are the longest continuous bas-reliefs in the world. The last and highest platform serves as the base for the five conical towers representing the heavenly peaks of Mount Meru. The central tower was a supposed home of the god Vishnu.

SOURCE 6.33 King Suryavarman II depicted in a carving at Angkor Wat

Go to OneStopDigital to see a short movie of ruined temples at Angkor Wat as they currently exist.

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SOURCE 6.34 An artist's reconstruction of what Angkor Wat may have looked like when it was first built

ACTIVITY

Check your understanding

1. What were the three physical structures that the important kings of Angkor built?
2. How many people might the city of Yasodharapura have been home to at any one time?
3. How many stone towers were placed on state temples? What did they represent?
4. What god did Suryavarman II associate himself with? How was this different from his predecessors?
5. Why are artist reconstructions of buildings such as Angkor Wat useful?

Source questions

1. Look at source 6.33. How is Suryavarman II being depicted? Why?
2. Compare Phnom Bakheng (source 6.31) and Angkor Wat (source 6.32). What similarities and differences can you see? What are the reasons behind them?

Apply your knowledge

1. Using a bar of soap and a blunt knife create a soap carving that resembles the art styles of the Khmers.
2. There have been many rulers of the Khmer region. Create a shadow puppet for Yasovarman I or Suryavarman II and introduce them to your class through a shadow play. Use traditional music for your background.
3. The structures and irrigation projects that the Khmer kings undertook were of an ever-increasing size. Attempt to explain this.
4. Suryavarman II came to the throne in a violent episode when he was quite young. Research this episode and then recreate it in a comic strip using an ICT program such as Toondoo, or Comic Life.
5. Go to OneStopDigital and describe three different temple designs and state how they differ from each other.

Jayavarman VII

Of all the kings of the Khmer Empire, one of the greatest was Jayavarman VII, who reigned from 1181 CE to 1219 CE. Although his rule did not start until he was about 50 years old, he made a great impact in terms of monumental buildings and extending the empire to possibly its greatest heights. Prior to becoming king, Jayavarman VII had spent much of his time in voluntary exile in the Cham capital, Vijaya. This may have been because he was out of favour with the royal court.

Prior to Jayavarman VII's rule, Cambodia was in a state of chaos following the Cham invasions. The Chams invaded Angkor/Yasodharapura in 1177 CE, to seek revenge for past defeats at the hands of the Khmers, and also to plunder treasure and slaves. The Cham raids were conducted first by land and later by sea. The naval attack appears to have taken the Khmers by surprise and was very destructive.

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The naval attack was a bold one. On board one of the Cham boats was a shipwrecked Chinese sailor who was able to guide the fleet down the Vietnamese coast and up into the maze of waterways that makes up the Mekong Delta. From there the Chams made their way up the Tonle Sap River and across the Great Lake, where they launched their surprise attack. Archaeologists have found remains of burnt structural timbers at the capital city Yasodharapura, that suggest that much of the city was destroyed at that time.

Jayavarman VII took revenge on the Chams by mounting a violent campaign against them to rid Cambodia of their presence; this was despite his belief in Buddhism and peace. One element of this war was the naval battles that took place on the Great Lake, which are depicted on the walls of the new city he constructed called Angkor Thom ('Great Angkor'). One of the inscriptions of the time refers to these battles as creating a 'lake of blood'.

SOURCE 6.35 Sandstone statue of Jayavarman VII's head, late 12th/early 13th century

The Chams were expelled by 1181 CE and Jayavarman VII claimed the throne as the king who restored the empire. But it was not just military success that made him a great ruler. The scale of Jayavarman VII's temple- and monument-building was so big that it equalled almost all that had gone before him. He was able to push the boundaries of the empire, by both military conquest and diplomacy, to what was probably their farthest extent. The empire at this time included all of present-day southern and central Vietnam, Cambodia and most of present-day Thailand and southern Laos. He built all-weather roads on embankments 5 or 6 metres above the flood level that can still be seen by satellite today; some stretched as far as 225 kilometres. The record of inscriptions on temples and monuments declares a reign that was grander than any other. The king was also seen more publically during Jayavarman VII's reign, and he showed greater concern for his people. Previously, Khmer kings had remained hidden away in their palaces.

Jayavarman VII's new capital city, Angkor Thom, was surrounded by walls on each side that were about 3 kilometres long—it was like a city within a city. The walls that surrounded it were up to 8 metres high and as wide as 25 metres. Surrounding this wall was a moat 100 metres wide. The moat was crossed by five large causeways. On either side of the causeways were carved rails, known as balustrades, that showed images of demons and gods wrestling with a giant serpent.

The centrepiece of this new city was Jayavarman VII's state temple, the Bayon (see source 6.37), or Bayon Temple. This temple is striking due to its towers—there are 49 of them, with four faces on either side. Nearly 200 faces in all look out over the temple.

Although all previous Khmer kings had been Hindu, Jayavarman VII appears to have paid homage to a wide variety of religious orders. He certainly placed particular emphasis on Buddha, as can be seen in the 'forest of heads' thought to be a blend of himself and Buddha at the Bayon, which is largely a Buddhist temple.

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But his association with Buddhism was not to the exclusion of other religious beliefs such as Hinduism. For example, at the temple complex at Preah Khan there were images of more than 20 400 deities that represented local religious spirits and Indian gods such as Vishnu and Shiva. However, Jayavarman VII's rule elevated Buddhism to a new central role in the empire. This may have been well received by the people because they may have lost faith in Hindu gods such as Shiva and Vishnu, who had been unable to protect them from the onslaught of the Chams.

SOURCE 6.36 Relief sculpture of Jayavarman VII at the Bayon, Angkor Thom

Certainly, due to Jayavarman VII's temple-building, Buddhism became more visible, but society did not undergo great change.

Use Google Earth to explore the Angkor region. Look near Siem Reap in central Cambodia. You should be able to find many ancient sites such as:

- Angkor Wat
- Angkor Thom
- the East and West barays
- the Bayon
- the Tonle Sap Lake.

From what distance can you begin to make these features out? (Space begins at about 80 kilometres altitude.)

ACTIVITY

Check your understanding

1 a Who did Jayavarman VII battle to claim the Khmer throne?

b Where did these battles take place?

2 What religion did Jayavarman VII follow?

3 What is the main feature of the Bayon that makes it stand out from other Khmer temples?

4 After Angkor/Yasodharapura, where did the Khmers move their capital to?

Apply your knowledge

1 Go to OneStopDigital to visit an animated time map of the Khmer Empire.

SOURCE 6.37 The Bayon today

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a What groups were defeated by the Khmers during the expansion of the Khmer Empire?

b Set the timeline to 1215 CE. (Use the box at the top-right of the screen.) Using an atlas, compare the extent of the Khmer Empire with modern-day Southeast Asia. Of today's countries, which ones were once in Khmer territory?

2 Unlike his predecessors, Jayavarman VII was a Buddhist. What difference might this have made to the way he ruled?

Cultural achievements of the Khmers

Artistic output

The artistic output of the Khmers encompassed everything from tiny bronze statues that fit in the palm of one's hand to the grandeur of the temple complex of Angkor Wat, which we will learn about later. A long artistic tradition in Cambodia predated the arrival of Indian ideas, techniques and practices about art. Even before the founding of the Khmer Empire, the sculptures of Indian origin produced in Cambodia during the 6th to 8th centuries were superior to those found in India in terms of their beauty, sophistication and quality.

Art forms

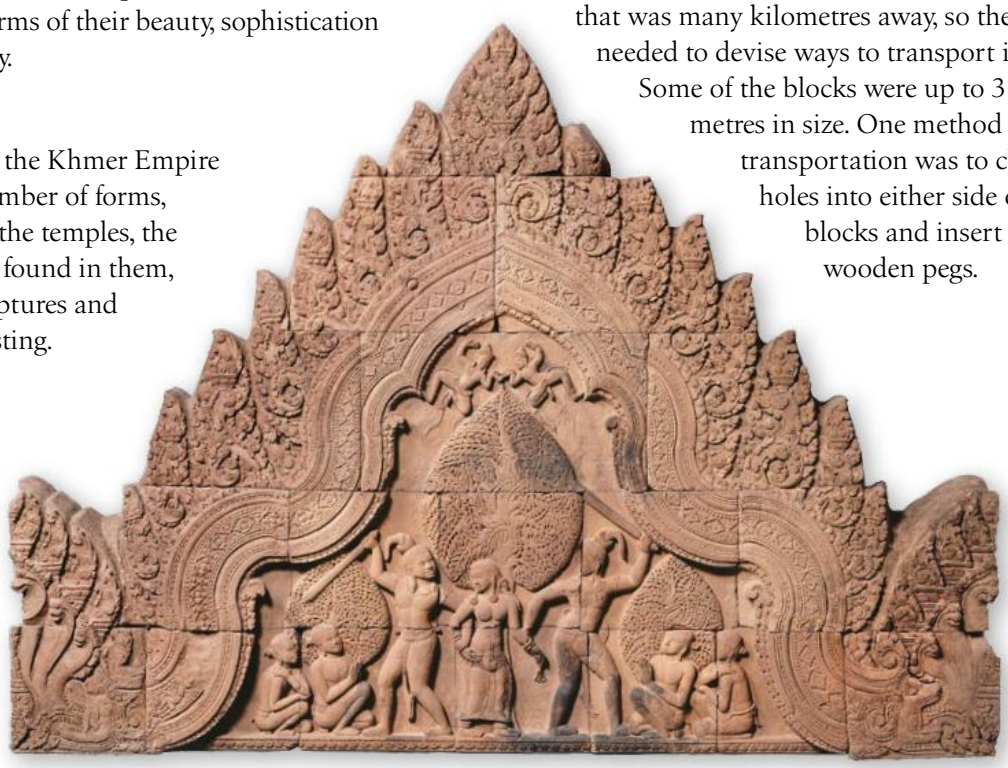
The art of the Khmer Empire takes a number of forms, including the temples, the bas-reliefs found in them, stone sculptures and bronze casting.

The primary mediums that were used for artworks were stone, gold and bronze. Though no wooden artworks survive today, wood must also have been used. However, the Khmers would not have used wood to represent religious symbols, as this was reserved for permanent materials that represented the immortality of the gods, such as stone.

As temples were a home for the gods, the Khmer temple designers tried to make them as inviting as possible. This is why the door frames are so detailed. **Pediments** were often placed on temples and decorated with carvings. As was the case for statues and other artworks, the temples were built out of stone to reflect the immortality and permanence of the gods. The choice of stone as a building material required an enormous amount of labour, suitable quarry sites and technical know-how.

The bas-reliefs carved into temples depict the Indian epic poems that are the basis of Hindu scripture and that explain morality, duty and one's place in the order of the universe. The bas-reliefs also show battle scenes that demonstrated the prowess of their king. Many scenes from daily life were also depicted.

The Khmers used stone from a quarry that was many kilometres away, so they needed to devise ways to transport it. Some of the blocks were up to 3 cubic metres in size. One method of transportation was to chisel holes into either side of the blocks and insert wet wooden pegs.



SOURCE 6.38 A pediment from the temple of Banteay Srei, c. 967 CE

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The water caused the pegs to swell in the holes and then ropes could be attached to the pegs for lifting and moving the blocks. One advantage the Khmers had over other ancient and medieval monument builders, such as the Mayans or Greeks, was their access to elephants to help them move massive pieces of stone.

In modern times we use mortar between bricks when we build brick structures; the Khmers, however, did not use anything to bond their stones together. Instead, they made cuts and trenches in the stones, which held the stones together like a giant jigsaw puzzle. In some cases they clamped stones together with bronze or iron. Some of the temples were erected in a hurry; they have not stood the test of time and have collapsed. Others were so expertly built that their structure survives intact today.

Eight hundred years have passed since the temples of the capital city of Angkor/Yasodharapura were completed. Some now have trees growing out of them, but their grandeur is plain to see. What are not visible are the colours that once featured on these otherwise grey monuments. The only eyewitness account of Khmer temples during their height comes from Zhou Daguan; he reported that the towers of the Bayon were covered with gold, but we also know, thanks to the work of archaeologists, that the towers of Angkor Wat were similarly covered in gold. It is also likely that many of the stone and bronze statues scattered throughout the Angkor Wat complex were covered in gold. Zhou Daguan was so impressed by the beauty and splendour of the city of Angkor/Yasodharapura that he came to realise why Chinese sailors made reference to a 'rich, noble Cambodia'.

SOURCE 6.39 A 46 centimetre sandstone statue of the head of the god Shiva, late 9th/early 10th century, found in Siem Reap province, Cambodia

Of all the temples and palaces that the Khmers created, many consider the temple of Banteay Srei in Angkor/Yasodharapura to be the Khmers' greatest artistic achievement.

SOURCE 6.40 Banteay Srei today

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The name Banteay Srei translates to 'Citadel of Women/Beauty' and it is often referred to as the 'Jewel of Khmer Art'. Apart from its beauty, two aspects separate it from other Khmer temples. Unlike the grey and brown sandstones of most Khmer temples, Banteay Srei is carved from pink sandstone that changes colour with the position of the sun. The other distinctive feature was the size of Banteay Srei—it is miniature when compared with most Khmer architecture, which was completed on an enormous scale. The doorways of Bateay Srei are only 1.3 metres high. The temple has extremely detailed carving showing many of the scenes from the Indian epics and mythology. Some art historians consider Banteay Srei to be not only one of the great works of Khmer art, but one of the great contributions to the world's artistic heritage.

ACTIVITY

Check your understanding

1 What types of materials did the Khmers use in their art?
2 How did the Khmers move heavy rocks?
3 Today the temples of Angkor/Yasodharapura are bare rock. What materials, according to Zhou Daguan, were also in use during the time of his visit?

Apply your knowledge

1 What materials were reserved for different purposes by the Khmer and why?
2 Visit OneStopDigital to see a photograph and floor plan of Banteay Srei temple. Using this and source 6.40, describe any three features of the temple.
3 Hitomi takes you to observe the building of Banteay Srei in 960 CE and then to observe the building of Angkor Wat in 1120 CE. The builders ask you to plan the construction of a new temple mount. In your travel blog, write a plan in dot-points, covering the following aspects of temple construction.
   - Where will you source building materials from, and how will you move them?
   - What artistic qualities will the temple have? Will it recreate mythical stories and, if so, which ones?
   - How big will your labour force need to be, and where will this come from?
   - What building techniques will you need to train your labour force in, and how long will it take them to complete the temple?

   Discuss your ideas in a group with three other students.

The decline of the Khmer Empire

In 1859 CE, the French naturalist and explorer Henri Mouhot was led by Cambodian guides to the temples of Angkor/Yasodharapura. Mouhot's writings popularised the view that the city, which he believed he had 'rediscovered', had at some point in the past 'collapsed' and been 'abandoned'. As it turns out, neither of these notions was correct. It is more accurate to say that the empire slowly lost influence and importance over an extended period of time.

Historians point to a number of reasons for the empire's demise in the 15th century. These include the growth of the empire's neighbours, changes in the environment, trade, religious conversion and economic changes.

SOURCE 6.41 The crumbling Ta Prohm temple in Angkor/Yasodharapura, overrun by tree roots

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The Khmer Empire's neighbours: the rise of the Tai

For much of the history of the Khmer Empire, the Chams to the east were the main threat. However, after the ultimate defeat of the Chams by Jayavarman VII in 1181 CE, a new enemy, the Tai kingdom of Ayutthaya (in a region of present-day Thailand not under Khmer rule) was eventually able to threaten and conduct raids on the cities of the empire. This culminated with a full-scale attack in 1431 CE, when the Ayutthaya defeated the Khmers and placed an Ayudhyan prince on the throne in the Khmer Empire.

For a long time, this event was believed to have signified the end of the empire, but there are a number of reasons against that idea. It does not seem logical that the Ayudhyan monarch would bother to place his son on the throne of an abandoned city. Additionally, Ayutthaya was the inheritor of Khmer high culture, and this process took place over a large period of time.

Certainly after 1431 CE the Khmer Empire was no longer the dominant regional power it had been, but it didn't suddenly collapse, either. Khmer kings came back to the region to rule on a number of occasions in the 16th century and they were aware of who built Angkor Wat, which would indicate that it wasn't quite the 'lost city' that the popular 19th century European imagination later believed it to be.

SOURCE 6.42 The ruins of a temple at Siem Reap

A victim of climate change?

The Angkor region was established in one of the region's food bowls. Throughout history, the north-east of Cambodia has provided an abundance of rice and fish. Indeed, Australian archaeologist Roland Fletcher has noted that the Khmers of the Angkor region were able to transform rice, fish and human labour into 'great art, temples and vast engineering structures'. This was probably assisted by a stable climate of above-average rainfall between the 9th and 13th centuries due to what was is known as the Medieval Warm Period.

Immediately after this, the environment was affected by what is known as the Medieval Climate Anomaly, which was a much drier period with less rainfall, which may have altered conditions so that rice and fish were not as easy to grow and obtain. This drier period was responsible for a succession of droughts that may have also caused damage to the hydraulic system of reservoirs and canals that made up the Khmer empire's irrigation system.

Historians and archaeologists also suggest that the enormous water and irrigation system that the Angkor region was based on also suffered from changes after the 13th century. The large *barays* became silted up, as did many of the canals that linked them to the rice fields. This was probably due to the changes in natural water systems and drainage that the Khmers had so heavily modified. All of these factors may have encouraged people to move southwards where there were other work and farming opportunities.

Changes in trade: a return to the Delta

The current capital of Cambodia, Phnom Penh, has been occupied since before the time of the Khmer Empire. It is located in the south of the country at the top of the Mekong Delta where the Tonle Sap River branches off the Mekong, which splits again into the Bassac River. In the mid-16th century, Phnom Penh was a thriving port city that took advantage of the increasing maritime trade in Southeast Asia. This shift in trading patterns meant that people preferred the opportunities of the south of Cambodia rather than the Angkor region in the north.

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Jayavarman VII's influence

Historians have often looked at the reign of Jayavarman VII as being responsible for the beginning of the end of the Khmer Empire. There are two reasons for this.

Buddhism

Jayavarman VII was predominantly a Buddhist, which is the main religion practised today in Thailand, Cambodia, Laos and Burma. Whether this could be responsible for the collapse of an empire is unclear. Some historians have suggested that Jayavarman VII lost authority as a king because he was a Buddhist ruler in a Hindu society. Other historians have rightly pointed out that the same religious conversion did not undermine the kingdoms of Ayutthaya in Thailand and Pagan in Burma.

The economy: temple-building

Jayavarman VII built extensive temples during his reign, and it is thought that this may have exhausted the empire's resources and manpower. However, some historians have made the point that many of these temples were completed well after the death of Jayavarman VII and that Angkor/Yasodharapura was still a thriving city nearly 100 years later.

A gradual decline

It is clear that the Khmer Empire was not suddenly defeated and as a result ceased to exist. At the very least, the economic and environmental changes occurring in the 15th century meant that the Angkor region lost its centrality for the Khmers. The Angkor region appears to have slowly dissolved into the neighbouring kingdom of Ayutthaya and the southern trading city of Phnom Penh.

Between the 1430s and when Henri Mouhot was led there in 1859 CE, the city of Angkor/Yasodharapura was reclaimed by Khmer kings and visited by countless missionaries and explorers from as far afield as Japan, Portugal and Spain.

ACTIVITY

Check your understanding

1 Who finally defeated the Khmers?
2 Who was Henri Mouhot?
3 What happened to the *barays*?

Apply your knowledge

1 How did the change in the climate contribute to the decline of the Khmer Empire?
2 In what way might Jayavarman VII have contributed to the collapse of the Khmer Empire?
3 The Khmer Empire was in existence for more than 500 years. What aspects of the empire supported such a long time span?
4 Go to OneStopDigital to view the map of UNESCO world heritage sites. Explore the UNESCO sites in Cambodia and prepare a report about three sites of significance. What is the history of each site and how have they been restored? Have tomb raiders struck at the sites?

Legacies of the Khmer Empire

What we know about the Khmer Empire has been reconstructed by western archaeologists and historians over the last 150 years. Nevertheless, the towers of Angkor Wat have appeared on five separate Cambodian national flags since the country claimed independence from France in 1953 CE. This symbolises the profound effect that Khmer culture has had on modern Cambodian identity.

SOURCE 6.43 Cambodia's national flag with a depiction of Angkor Wat at its centre

Today, after decades of war, Cambodia is at peace with itself and its neighbours. The temples of the Angkor region attract millions of visitors every year and the region itself is recognised as a world heritage site.

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History challenges

Write a letter

For centuries, the temples of Angkor region remained overrun by jungle and were barely used. When Europeans arrived there in the 1800s, they thought they had discovered a mysterious lost civilisation.

1. Imagine that you are a European explorer discovering the Angkor region and its cities for the first time.
2. Write a letter to someone back in Europe outlining your original impressions of the region. Include the following aspects:
   - Are you amazed by what you see? Why or why not?
   - What are your theories about what happened in the region?
   - Describe the types of buildings you see (you may also like to include sketches).

Design an application

Design an ipad app for people considering an augmented reality Revista tour to the ancient Khmer Empire without a guide. Where should they go and what information can you give them about what they might see?

Write and perform a play

One of the many carvings on the walls of Angkor Wat depicts the Battle of Lanka, from the *Ramayana*. The story represented in the carving is about how Rama's monkey army defeated the demon king, Ravana.

1. Find out some more about this famous story, using books or the internet.
2. Write a short play with scenes that explain the main points of the story.
3. Enlist your classmates to star in your play. Either act it out for the class or film it for the class to watch at a later time.

Write an essay

Using the textbook and information on the internet, write an essay entitled 'What were the key achievements of the Khmer Empire?'. Use the History skills in Chapter 1 to help you.

Create a documentary

As you journeyed through this depth study on the Khmer Empire you have looked at many fascinating aspects of this civilisation. With a partner, you will now create a documentary about a Khmer artefact.

1. Find a partner.
2. Make a list of the types of artefacts you want to focus on. Look back through the chapter to help you with your selection. Imagine that your audience knows nothing about the Khmer Empire. The artefact you choose should help someone understand and appreciate the empire and its achievements.
3. Visit online art galleries to search for the types of artefacts you are interested in. (Make sure the material is not from Ancient India or elsewhere in Southeast Asia. It sometimes helps to use words and phrases such as 'Khmer', 'Angkor' or 'Jayavarman'.) Some websites are the British Museum, the National Museum of Cambodia, the National Gallery of Australia, the Gallery of NSW, and the Metropolitan Museum, New York.
4. Select your artefact and download pictures of it. (The British Museum website allows you to place your selected artefacts into a Lightbox and email them to yourself.)
5. Using the internet and books in the library, do some research on your chosen artefact. Formulate inquiry questions such as: Who made the object? What was it made of? When was it made? Why would it be a good representative example of Khmer art? Take point-form notes on each of the six objects you have selected.
6. When you have gathered all your information, create your documentary using a program such as Photo Story or Movie-Maker. Your documentary should be 5 minutes long and include information on each of the six artefacts you researched. It should include still images of your artefacts, and voice-overs where you tell the listener about the artefacts that you have researched. Save it on to a CD or flash drive to hand in to your teacher.
7. Also create a bibliography of the sources you used to find information about your artefacts.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 7

Japan under the Shoguns (c. 794 – 1867 CE)

Matsumoto Castle, built in 1504 CE

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What factors influenced the development of Japanese society?
2. How did geography and belief systems impact the way the Japanese viewed their world?
3. Who were the samurai and what was their role in medieval life?
4. How do we know about life in Medieval Japan?
5. How was Japanese society influenced by other societies in terms of politics, culture and social structure?
6. What links can we find between Japan's past and the Modern World?

Introduction

With your mind as high as Mt Fuji you can see all things clearly. And you can see all the forces that shape events; not just the things happening near to you.

Miyamoto Musashi (1584–1645 CE)

WHEN WE THINK of life in medieval times we nearly always think of countries in Europe, such as France, Italy or England. We imagine castles, knights in shining armour and ladies in long, flowing dresses. We think of the powerful weapons of the period, such as trebuchets and swords.

But there are also examples of medieval life in Asia—including in Japan and China. In this chapter we will focus on Medieval Japan and the way that people lived during that period. While we will see some similarities with Medieval Europe, it is important to recognise the highly distinctive and creative ways of life in Medieval Japan.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

anime	a popular form of entertainment for both children and adults that tells stories via animated cartoons; many stories involve science fiction/futuristic plotlines
Buddhism	a religious system based on the teachings of Siddhartha Gautama in India around the 5th century
bushi	a word sometimes used when referring to the samurai; a follower of the Bushido code
Confucianism	a religious system based on the teachings of Confucius, a man who lived in China in the 6th century
daimyo	a lord of Japanese medieval society; he gave loyalty to the shogun and controlled an army of samurai
filial piety	respect for family and ancestors
hinin	outcasts in Medieval Japan
hiragana	one of several components in the Japanese writing system
Jomon	the name given to some of Japan's earliest settlers; they were given this name because of the distinctive cord markings on their pottery
kami	the Shinto term for gods or divine beings, generally refers to spirits or forces of nature
kamikaze	meaning 'divine winds', a term used to describe the typhoons that stopped the arrival of a Mongol fleet of ships in Japan from China in the 13th century
manga	a form of cartoon/comic-based storytelling, similar to anime; it is directly descended from earlier styles of Japanese art
midden	a site that has been used by people as a waste dump; they are treasure troves for archaeologists because they often provide information about what people ate, where they lived etc.
ronin	samurai warriors with no daimyo; they were classed as hinin, or outcasts
shogun	in theory the military head of Japan, but in reality the political ruler of the country
shogunate	a type of government in Japan that gave all power to the shogun or military ruler

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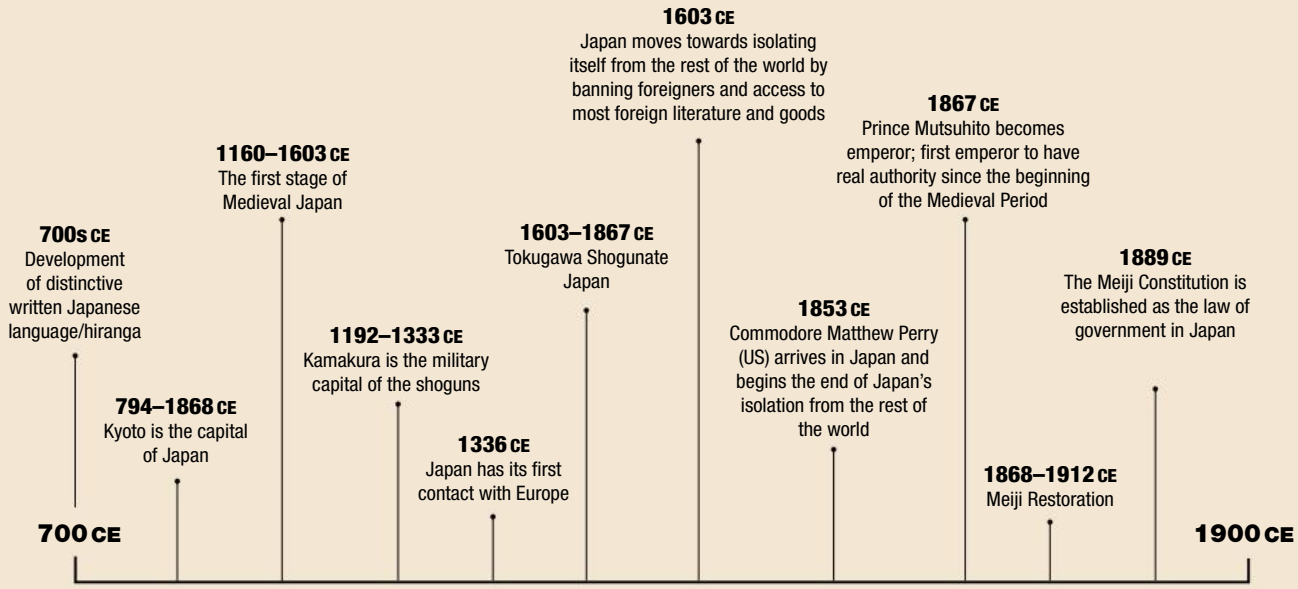
Japan under the shoguns

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about Medieval Japan.
3. Title the second column 'Puzzle'. In this column write down the questions you have about Medieval Japan.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'Medieval Japan'. I'm Elise, and I'll be your tour guide. Enjoy your trip.

Where is Japan?

Japan is an island nation, which means that it is a country made up of many islands. Most of the people of Japan live on one of the four main islands (Hokkaido, Honshu, Shikoku and Kyushu), but there are also approximately 4000 smaller islands that are considered to be part of Japan. Mountains cover many of the islands, leaving only about 20 per cent of the land available for the growing of crops or for tending to large herds of animals. This limited availability of useable land has often been the reason for wars throughout Japan's history.

The lack of suitable farming land forced people to look elsewhere for food supplies, and the most obvious source of food was the sea. Japanese cuisine is therefore heavily based on seafood—fish (both raw and cooked) served with rice is a common base for Japanese meals.

The island nature of Japan also affected the way Japanese society and culture developed. Around 1633 CE, Japan officially isolated itself—travel abroad was banned, visitors were not allowed into Japan and foreign literature was outlawed. Consequently, Japanese people developed a highly distinctive culture and society.

The ban on foreign literature was not lifted until the 1720s CE. By the end of the 18th century, the Russians attempted to form trade alliances with the Japanese. This prompted other nations to do the same, including the United States in the 19th century. It wasn't until 1868 that Japan once again opened her borders to the rest of the world.

Go to OneStopDigital to use Google Earth to view a satellite image of Japan. Note the strange formations of the sea on the east coast of the country. Japan actually sits on the edge of underwater mountain ranges. Create a kmz file on Google maps for Japan.

Japan is geographically positioned on what is commonly referred to as the 'Pacific Ring of Fire'. This is an area of extensive earthquake, volcanic and tsunami activity, and such events are recorded throughout Japanese history. In fact, the word tsunami is Japanese; it means 'harbour wave'. The devastating impact of these types of events was most recently seen in the earthquake/tsunami disaster that hit parts of Japan in March 2011.

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SOURCE 7.1 One of the devastating scenes from the tsunami event of March 2011

ACTIVITY

Check your understanding

1. Name the four islands where most of Japan's population lives.
2. Explain how the mountains on the islands of Japan have impacted on the types of food eaten by the Japanese people.
3. Explain what is meant by the phrase 'Pacific Ring of Fire'.

Apply your knowledge

1. Pose a theory about how you think Japan's development as a nation is going to be influenced by its geography. Consider things such as the fact that it is a nation made up of many islands, the availability of food supplies, methods of defence, the development of religious beliefs and political systems.
2. Refer to the timeline on page 189. Research to find information about three eras in the timeline, and three points of interest from each era—e.g. someone famous from the time, a key event, a curious fact or a special idea/activity. Create a digital timeline for your three researched periods, and outline the points of interest.
3. Trace the map on page 189 or go to OneStopDigital to download a blank outline map of Japan and Asia.

   Using an atlas and/or Google maps, locate and label the following places. Where possible, provide both the old Japanese name and the modern Japanese name for the cities marked with * (e.g. Edo/Tokyo).

   - Kyoto*
   - Tokyo*
   - Yokohama*
   - Nagoya*
   - Osaka*
   - Okinawa*
   - Mt Fuji
   - China
   - North Korea
   - South Korea
   - Russia
   - Pacific Ocean
   - Sea of Japan
   - East China Sea
   - Philippine Sea

   Place your labelled maps in your travel blog.
4. Investigate and provide brief details about the most significant tsunamis and volcano eruptions in this area.

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An overview of Japanese history

Japan pre-300 BCE–600 CE

People have lived on the Japanese islands for a very long time. We have no written records that tell us exactly when people first arrived in Japan because the first communities did not have a written language. However, archaeological evidence suggests that people known as the **Jomon** travelled to the islands from mainland Asia around 10 000 BCE. The term 'Jomon' means 'cord patterned' or 'cord mark', and refers to the design that is seen on some of the pottery from this period. Evidence of pottery is usually understood by archaeologists to mean that a community has settled in one main place. Pottery takes time to create and is fragile, and people who are constantly on the move would be unlikely to use fragile items.

Other archaeological evidence of the Jomon way of life has included the discovery of stone tools, bows, clay figurines and **middens**. Evidence suggests that people from the mainland periodically arrived on the Japanese islands and brought new skills with them, such as agriculture and the use of metal.

SOURCE 7.2 An example of Jomon pottery; note the cord-like marks

Over time, small, independent states were formed. Ancient Japan had strong connections with mainland China and, as a result, the Ancient Japanese organised their society in a manner that was similar to the Chinese. This included a centralised administration and a social hierarchy that was based on occupation and usefulness to society rather than wealth.

SOURCE 7.3 A reconstruction of the Jomon style of housing

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SOURCE 7.4 Japanese calligraphy meaning Jomon or cord marks

Spotlight

There are no written references relating to Japan until around 57 CE, when the Ancient Chinese described a land called 'Wa', where people lived in tribal communities. Historians believe that the land of 'Wa' is Japan. The people of 'Wa' had no form of writing and no political unity. It was contact with the Chinese and the trade and exchange in ideas that helped them to formulate a written language and culture.

Written records from around the 8th century CE provide us with an example of how the Japanese explained their origins. The stories also made clear connections between the gods and the imperial family so that the power of the emperor was reinforced by divine power from above.

SOURCE 7.5 The gods Izanagi and Izanami create the earth, the seas and the sky

ACTIVITY

Check your understanding

1 Why are the early people of Japan called Jomon?

2 List three types of evidence that indicate that the Jomon had settled in Japan.

3 Define the term midden and find an image in another source to illustrate your definition.

4 Explain how middens help archaeologists to understand how the Jomon people lived.

5 Explain how Japanese society was influenced by China.

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Source questions

Use source 7.6 to answer these questions.

1. What geographical aspects of Japan are explained by this story?
2. How does the story explain the beginnings of the rule of Japan by emperors?
3. Why do you think this connection between the gods and the emperor would be important? For whom would it be important?
4. Create an illustration that tells this story without words.
5. Explore the creation stories of other cultures such as the Ancient World or Indigenous Australians. List five similarities and five differences between one of these stories when it is compared with the Japanese view of creation.

Long ago all the elements were mixed together with one germ of life. This germ began to mix things around and around until the heavier part sank and the lighter part rose. A muddy sea that covered the entire earth was created. From this ocean grew a green shoot. It grew and grew until it reached the clouds and there it was transformed into a god. Soon this god grew lonely and it began to create other gods. The last two gods it made, Izanagi and Izanami, were the most remarkable.

One day as they were walking along they looked down on the ocean and wondered what was beneath it. Izanagi thrust his staff into the waters and as he pulled it back up some clumps of mud fell back into the sea. They began to harden and grow until they became the islands of Japan.

The two descended to these islands and began to explore, each going in different directions. They created all kinds of plants. When they met again they decided to marry and have children to inhabit the land. The first child Izanami bore [known as Amaterasu] was a girl of radiant beauty. The gods decided she was too beautiful to live in Japan, so they put her up in the sky and she became the sun. Their second daughter, Tsuki-yami, became the moon. Their third child, an unruly son, Sosano-wo, was sentenced to the sea, where he creates storms.

Later, [Amaterasu] ... bore a son who became the emperor of Japan and all the emperors since then have claimed descent from him.

SOURCE 7.6 Japanese creation myth

Apply your knowledge

1. Our understanding of early societies depends heavily on the archaeological evidence that we find because there are usually few, if any, written records left behind. Imagine how someone from the future, say the year 2222 CE, might use the evidence that you can see in your classroom (or your bedroom at home) to describe how people lived in the early part of the 21st century. Write your thoughts in your travel blog.
2. Create a list of the types of evidence the future historian (in question 1) would have available to them. Do you think that written evidence is more or less useful to historians than pieces of pottery, clothing fragments, pieces of weapons etc.? Give reasons for your answer.

Classical Japan: 600–1160 CE

This period in Japan's history is sometimes referred to as the Heian Age because the capital of Japan became Heian-Kyo. This was later changed to the modern-day name of Kyoto in the 11th century. The Emperor, Kammu, decided to settle himself there and so, for the next 1000 years, all Japanese emperors were based in Heian-Kyo.

During this time, many of the foundations of Japan's development were laid. As Japanese society broke away from the strong influences of, and connections with, China, much of what we now recognise as Japanese culture and art began to flourish. Art and literature were highly regarded by people—especially poetry and prose fiction—and helped to provide a sense of a national culture as opposed to something that was more local. Writing was an especially important element of this period—for the first time, Japanese people were able to record everyday Japanese language by using **hiragana** and kanji. (We will learn more about these later.) This enabled them to record their stories and provide reports about important events and people.

It was also during this period that female writers were prominent—Murasaki Shikibu, author of *The Tale of Genji*, is one example. Her work is considered by many people to be an example of one of the earliest and finest novels ever written.

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SOURCE 7.7 An image from the illustrated version of *The Tale of Genji*, 12th century

ACTIVITY

Check your understanding

1. Why is the period of Classical Japan also known as the Heian Age?
2. By what name did the city of Heian-Kyo become known in the 11th century?
3. For how long was Heian-Kyo/Kyoto the capital city of Japan?
4. Explain the significant developments of the Classical Period in Japan, and why they were important.

Medieval Japan

The Medieval Period in Japan's history actually lasted from the 12th to the 19th centuries. However, it can be broken up into different stages based on the families or clans who controlled the **shogunate** government of the time. In this chapter we will break the period into two main sections: 1160–1603 CE and 1603–1868 CE during which time the Tokugawa Shogunate controlled Japan.

Throughout the entire Medieval Period, the role of the emperor was mostly symbolic—that is, he had no real power. Japan was, in reality, ruled by the **shogun** and the Japanese Government was essentially a military one.

All kings and emperors need other people to support them in their quest to hold and maintain power. In Japan, the emperor relied on his nobles who in turn relied on their armed guards to provide protection. Samurai lived for and protected their noble landlords, the daimyo. (We will learn more about the samurai and daimyo later.) Over time, some of these landlords became very wealthy from the taxes they collected and the crops that were grown on their lands. A strong, binding relationship developed between the landlord and his samurai so that, by the 12th century, nobles began to fight each other for the control of territories and for power. As the influence and power of the nobles increased, the emperor found that he was losing his authority.

1160–1603 CE

Early in the Medieval Period, battles for control of Japan raged between competing clans. Between around 1160 CE and 1185 CE, the Taira clan was in charge but it was challenged by the Minamoto clan during the late 1180s. Eventually victorious, the Minamoto clan formed a military government. The emperor became mostly a figurehead and Japan was ruled by a shogun. The government was based at Kamakura and became known as the Kamakura Shogunate. This style of government remained until the 19th century, when Japan opened up her borders to the rest of the world.

1603–1868 CE: Tokugawa Japan

From 1603 to 1868 CE, Japan was ruled by members of the same family: the Tokugawa clan. This brought great stability to both society and government. This is generally referred to as the Tokugawa Shogunate or the Edo Period, as Edo was the city from which the shogunate ruled. (Interestingly, it was only when the shogunate came to an end that Edo was declared the formal capital of Japan. At this time, the city was renamed Tokyo, which is how we know it today.) When people talk about Shogunate Japan, this is usually the period that they mean.

It was during this period that Japan became isolated from the rest of the world. Fearing the possibility of an invasion from European powers, the Tokugawa Shogunate closed Japan's borders sometime in the 1630s CE. Foreigners and

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SOURCE 7.8 Ieyasu Tokugawa, the first Tokugawa shogun

foreign ideas were not welcome in Japan. Trade with foreigners was strictly limited—Dutch and Chinese traders were restricted to Nagasaki. There were also limited diplomatic relations with China, Korea and Russia. The ban on Western literature was not lifted until 1720 CE, which then allowed some new ideas into Japan.

Many aspects of the culture that developed as a consequence of Japan's isolation remain in Japan and other parts of the world today.

SOURCE 7.9 The Tokugawa family seal, at the Toshogu Shrine in Japan

ACTIVITY

Check your understanding

1 Explain the role of the emperor for most of the Medieval Period of Japan.

2 Briefly outline the impact that the imposed isolation had on Japan.

Apply your knowledge

1 Elise, your Revista Tour Guide, takes you to the time of the Tokugawa Shogunate, where you interview the emperor about the ban he has placed on foreigners and foreign ideas. In your travel blog, record and reflect on his reasons for isolating Japan.

Belief systems in Medieval Japan

Religion has always been an important aspect of Japanese life and culture. It has helped to create both social and political structures and enabled people to understand the world in which they live. Religious and/or spiritual belief in Japan has been the foundation for many celebrations and festivals such as the Tea Ceremony, Hina Matsuri (the Doll/Girls' festival) and Tanabata (Star Festival). Although many modern Japanese people would not necessarily describe themselves as religious, many still visit shrines and honour the basic principles of Shinto, Buddhism and/or Confucianism.

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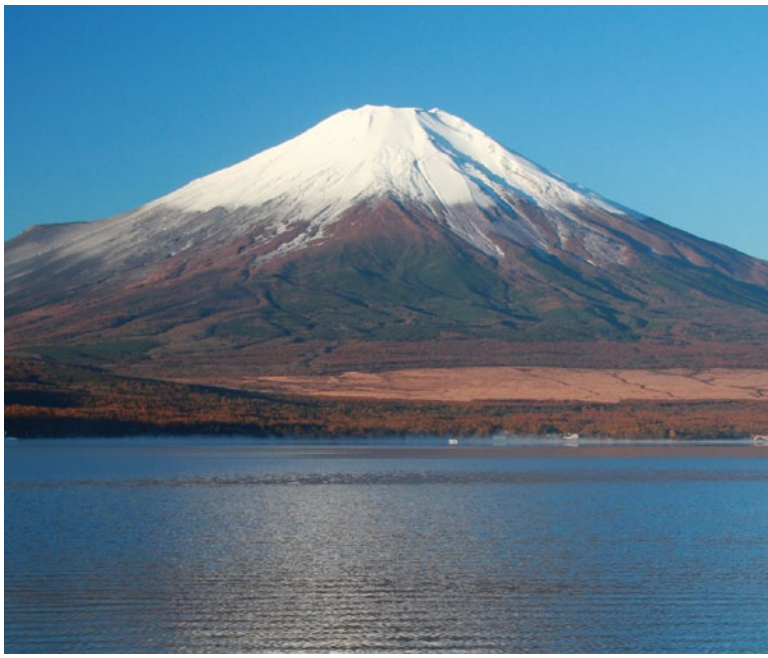
Shinto

The indigenous Japanese belief system of Shinto is the oldest set of beliefs in Japan. It has a very strong connection with nature. **Kami** are sacred spirits that can be found in all aspects of the natural world. The magnificent Mount Fuji, west of Tokyo, is the highest mountain in Japan and has always been revered as a sacred place for the spirits. Other places sacred to the spirits include forests, rivers and rocks. The kami are viewed as the main force behind most aspects of life, including creativity, disease and healing.

According to Shinto belief, when people die they join the spirit world, becoming kami themselves. In this way, families can continue to honour and respect their ancestors through worship. Shrines can be found in Japanese homes for this reason. Here, families offer prayers and celebrate rituals that show respect for their ancestors. Other Shinto temples are places to worship the spirits found in nature and rituals held at these temples are designed to cleanse evil spirits from the world. Unlike many other religions, Shinto worship can occur in a range of locations, including the home, the workplace and various outdoor places. It is very important that worshippers and visitors to sacred places understand that Shinto worship is highly ritualised, and that they must perform acts of purification before entering any Shinto shrine. The order of events is listed below.

SOURCE 7.10 This is a Torii, or Shinto gateway. At least one of these can be found at any Shinto shrine, and worshippers pass through it on their way to the shrine. This is the Torii at Kirishima-Jingu Shrine in Japan



SOURCE 7.11 Mount Fuji is a sacred place in Japanese Shinto belief

1. Purification (occurs before the main ceremony)
2. Adoration (bowing to the altar)
3. Opening of the sanctuary
4. Presentation of food offerings (meat cannot be used as an offering)
5. Prayers (the form of prayers dates from the 10th century)
6. Music and dance
7. Offerings (symbolic offerings consisting of twigs of a sacred tree)
8. Removal of offerings
9. Closing the sanctuary
10. Final adoration
11. Sermon (optional)
12. Ceremonial meal (often simply drinking sake)

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SOURCE 7.12 Shinto priests at the Meiji Jingu Shrine, Tokyo, Japan

Stepping off the dock into the warm, murky waters of Imari Bay, I swam to the bottom, then followed a line staked out down a steep slope. The visibility was poor, particularly as excavations had stirred up soft mud, but suddenly I saw the wreck. Unlike other sites I've dived on, the seabed here was not dominated by a large hull. Instead, clusters of timbers and artefacts suggested that a ship, or ships, had crashed into the shore and been ripped apart.

There were bright red leather armour fragments, a pottery bowl decorated with calligraphy, and wood with what seemed like fresh burn marks. My heart started to pound when I swam up to one object and realised it was an intact Mongol helmet. Nearby was a cluster of iron arrow tips and a round ceramic object, a tetsuhau, or bomb. Scholars had doubted whether such bombs, filled with black powder, existed this early, yet here it was. I just floated there, lost in thought that the detritus of this ancient battle lay here as fresh as if the ship had sunk yesterday, not seven centuries ago. The experience brought the story of Kublai Khan's invasions of Japan and the kamikaze ... into the realm of the tangible, touchable past.

SOURCE 7.13 In 2003, the executive director of the Vancouver Maritime Museum, James Delgado, wrote about discoveries at Takashima Island

The early Japanese were very familiar with the awesome power of nature—they knew what would happen when an earthquake hit and they knew how powerful a tsunami could be. When the Mongols, under their leader Kublai Khan, tried to invade Japan in 1274 CE, and then again in 1281 CE, they were defeated by typhoons that destroyed their fleet of ships. The Japanese believed that the typhoons had come to their aid, and typhoons became known in Japanese history as kamikaze, or 'divine winds'. The belief that nature had come to the Japanese people's aid helped to fuel their desire to understand nature and develop a relationship with it.

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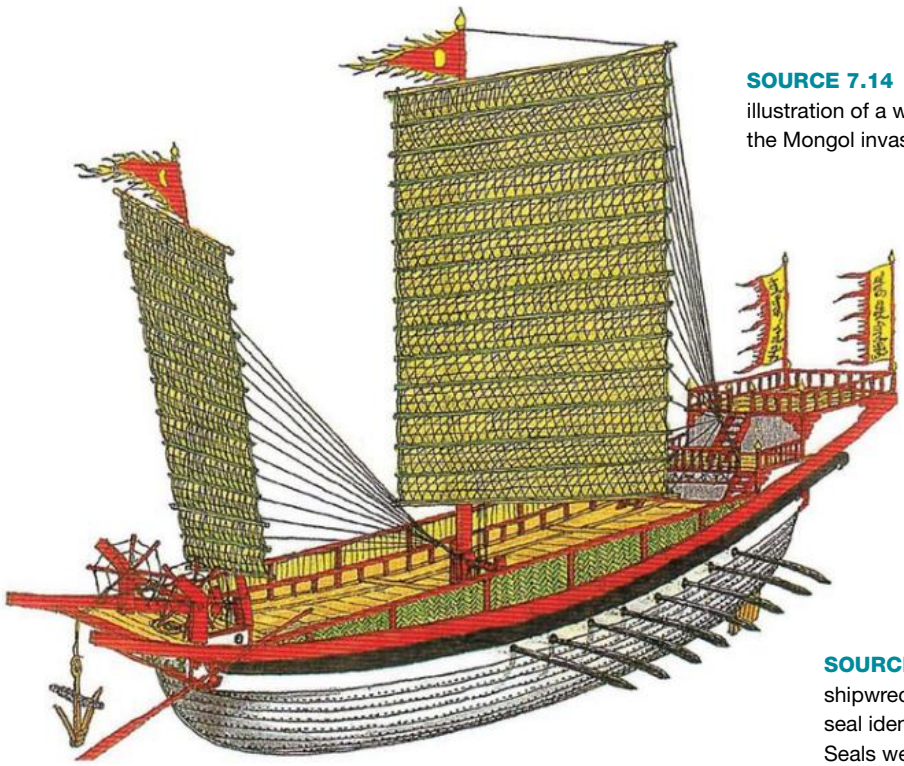

SOURCE 7.14 An illustration of a warship from the Mongol invasion fleet

SOURCE 7.16 A seal recovered from the Mongol shipwreck site at Takashima Island; engravings on this seal identify it as belonging to a Mongol commander. Seals were used to create impressions on wax stamps that indicated the source of the document.

ACTIVITY

Check your understanding

1. According to Shinto belief, where can kami be found?
2. Explain how Shinto followers honour deceased members of their families.
3. Describe the relationship between Shinto belief and nature.
4. How did the attempted invasion of Japan by Kublai Khan help to build the Japanese people's relationship with nature?

SOURCE 7.15 Ceramic bombs found at the Takashima Island shipwreck site prove the existence of early explosive shells. Some historians had speculated that their depiction on scrolls recording the invasions was a later addition.

Source questions

In the late 1980s, excavations were carried out off the coast of Takashima Island, Japan. Relics of the shipwreck of the Mongols' failed invasion fleet were found. Use sources 7.13, 7.14, 7.15 and 7.16 to answer these questions.

1. Why is the diver initially unable to see the wreck site?
2. What evidence is there that suggests to the diver that he is viewing a ship?
3. List five examples of the evidence that has been excavated from the site.
4. a. Which piece of evidence demonstrates that the Mongols knew how to make powder-based bombs?
   b. Why might scholars have doubted this before this find?
5. How does the dive prove that Kublai Khan did try to invade Japan?

Apply your knowledge

1. Elise has taken you to a Shinto shrine. In your travel blog, explain what you saw and did before entering the shrine, and how it felt to be inside. Go to OneStopDigital to find websites that might help you with your response.

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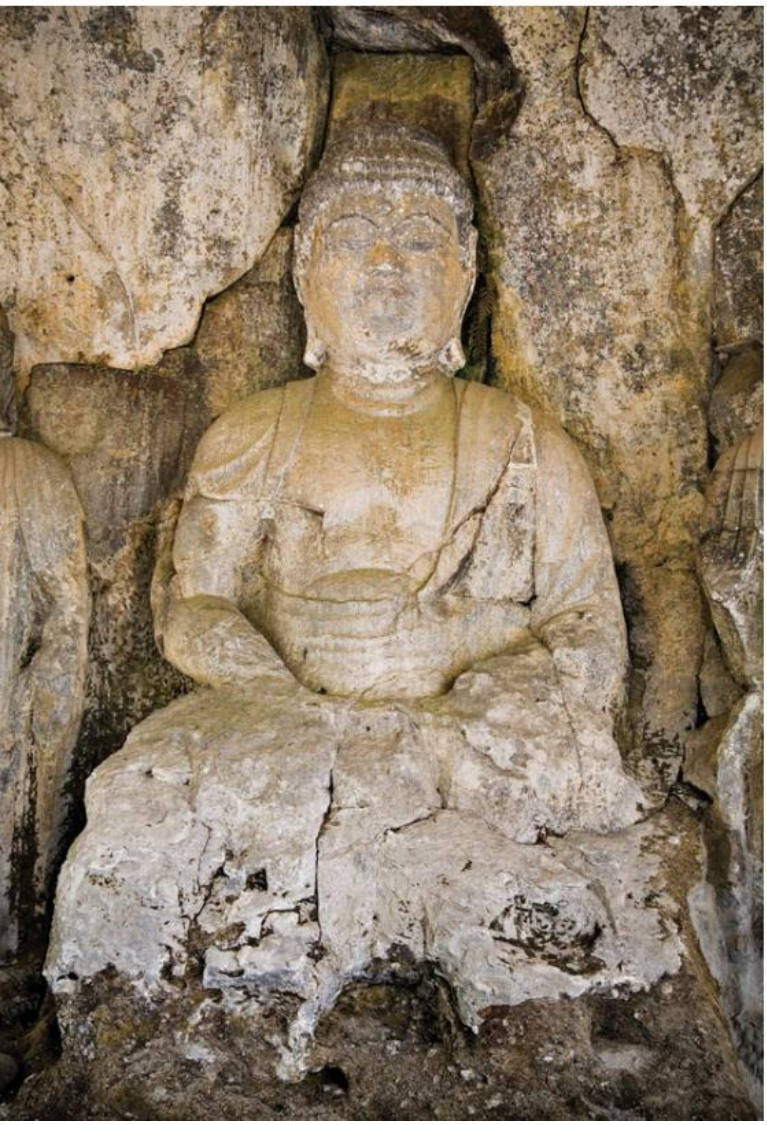
Buddhism

Buddhism arrived in Japan from China sometime during the 6th century. While there was some early conflict between followers of Shinto and Buddhism, they soon began to co-exist peacefully. Initially, Buddhism was more accepted by the wealthier members of society than by others, but it gradually came to be accepted by the wider Japanese population.

Zen Buddhism is a sect of this system of thought. It teaches the importance of meditation and discipline. This aspect of Buddhist belief had particular appeal for the samurai because they too had a strong focus on discipline.



SOURCE 7.17 An ancient statue of the Buddha in Usuki village, Japan

Spotlight

Buddhism taught people that the way to achieve perfect peace was through knowledge of the 'Four noble truths':

1. Suffering is a part of life.
2. Desire, or the wanting of things, causes suffering.
3. It is possible to overcome desire or wanting.
4. If you follow the 'Eightfold path' you will learn to overcome desire.

The 'Eightfold path' includes:

1. Knowing the truth
2. The intention to resist evil
3. Not saying anything that hurts others
4. Respecting life, property and morality
5. Working at a job that does not injure others
6. Freeing one's mind from evil
7. Controlling one's thoughts and feelings
8. Practising forms of concentration.

It also emphasises the belief that all acts of human behaviour are important and should therefore be treated as acts of art. We can see an example of this in the presentation of Japanese food. The Japanese tea ceremony and the 'Zen garden' are also examples of Zen Buddhism in practice.

ACTIVITY

Check your understanding

1. Explain the 'Four noble truths' of Buddhism in your own words.
2. Select four elements of the 'Eightfold path'. Explain why you chose them and what they mean, in your own words.
3. Why were the Samurai attracted to Zen Buddhism?
4. Is it true to say that Zen Buddhism had an influence on art? Explain your answer.

Apply your knowledge

Divide your class into eight groups and in your groups work on designing a poster to express one of the paths in the Eightfold Path.

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Confucianism

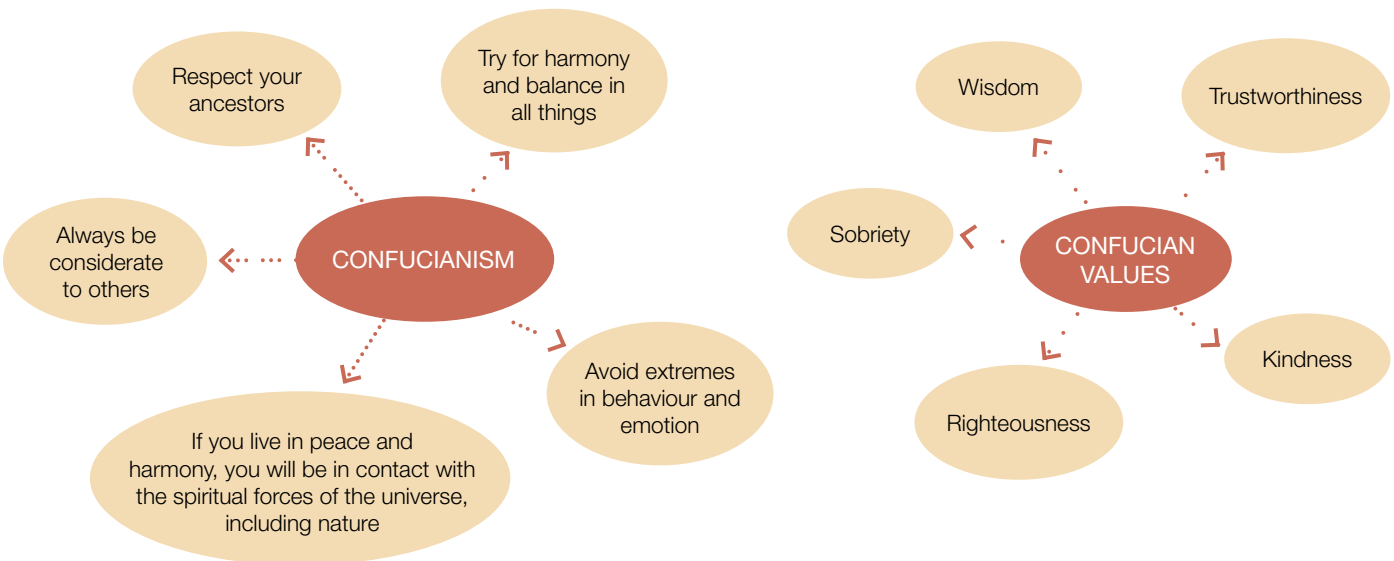
Confucius was a Chinese thinker and writer who is believed to have lived between 551 BCE and 479 BCE. Confucianism, the belief system that takes his name, seems to have first reached Japan from China around the 3rd century. It is based as much on behaviour as on belief—respect for one's elders, correct social relationships, worship of ancestors and the importance of family loyalty are key principles of Confucianism. Confucius saw the family as a model for government—he saw the emperor as the head of the family and his subjects as being in his care.

Morality, that is, being good and honourable, was important in all aspects of Confucian principles. If the emperor wanted his people to treat him with respect then he needed to govern his people well. He should rule by example.

An important aspect of Confucian belief was the idea that the way people choose to live their lives directly impacts on the lives of others. Under this belief, people should live their lives in a manner that brings only good to themselves and therefore to others.

The belief in **filial piety** applied to both the family and to other social relationships. Children were expected to honour and obey their parents at all times. Likewise, samurai were expected to honour and obey their daimyo.

SOURCE 7.18 A painting of the Chinese philosopher Confucius



SOURCE 7.19 The principles of Confucianism and the Confucian virtues

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ACTIVITY

Check your understanding

1 When did Confucianism reach Japan?
2 What is an important aspect of Confucian belief? Why do you think this is so?
3 Outline how Confucianism influenced government in Japan.

Apply your knowledge

1 Have a class discussion about the meaning of this sentence: 'Confucianism is based as much on behaviour as on belief.' Can you think of other examples of where this statement might apply?

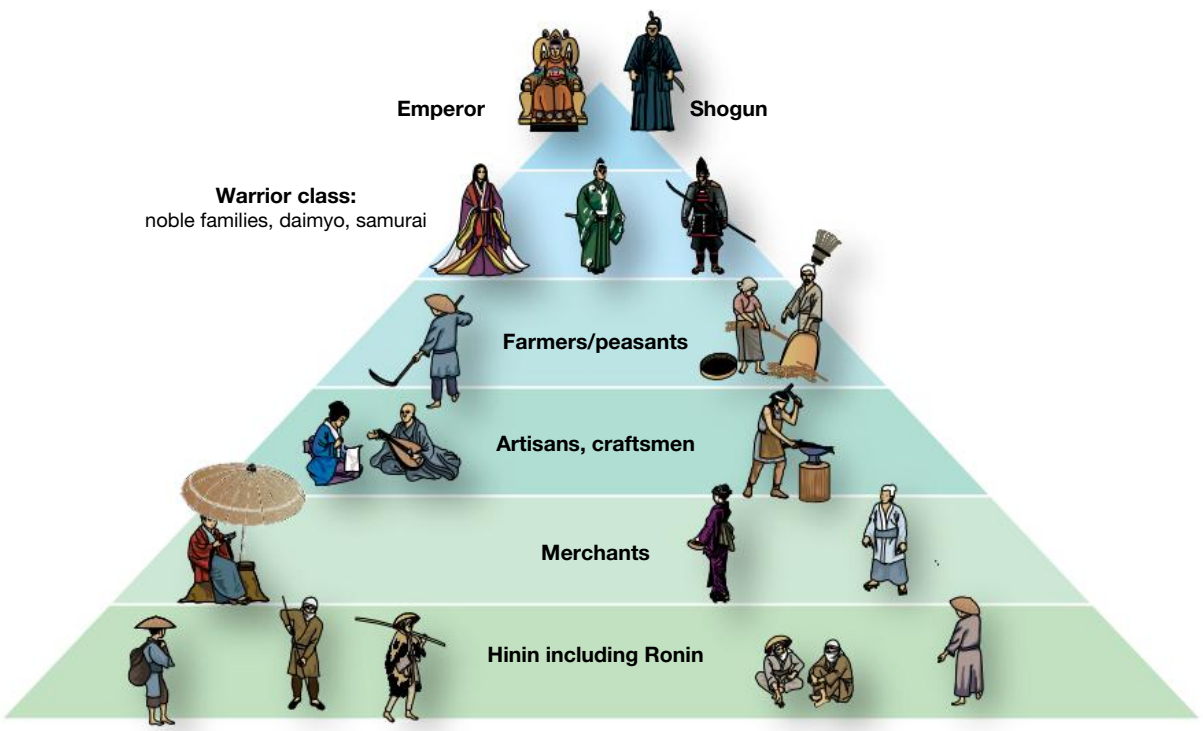
Who's who in Medieval Japan

The social structure of Japan

People who lived in Medieval Japan understood that they had a place in a social structure—they knew that society was organised according to a hierarchy. This was similar to many societies in Medieval Europe. However, while most European societies tended to be centred on wealth and/or power, Japanese society's four-tier hierarchy was centred on the Confucian belief that the importance of a person was based on the significance of their contribution to society. People who enabled Japan to be ready in case of war, who helped things grow so people could be fed or who made things were considered to be more important to society than those who merely sold things or had lots of money. In theory, the Medieval Japanese social structure was a strict four-tier hierarchy, but in reality there were more groups than this because each class had subdivisions within it and some people and groups existed outside of the structure altogether.

Sitting above the social hierarchy was the emperor. His position was generally inherited and was outside of the four-tier hierarchy. In theory, this position meant that the emperor was the head of all Japan. He was in charge of the army and all the resources that were available in Japan. According to Japanese mythology, the imperial family was directly descended from the gods.

Next came the military commander of Japan, the shogun. This position eventually also became a political one and therefore existed beside the position of emperor and outside the four tiers. The shogun would be in charge of the whole of Japan—making the emperor's power symbolic only.



SOURCE 7.20 The social structure of Medieval Japan

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As the emperor and the shogun were outside the Japanese social hierarchy, the first actual class in the hierarchy was the warrior class, which included the noble families. The warrior class included the noble families of Japan. These families had both wealth and power. Their wealth came from the taxes they collected and from the lands that they controlled. At first, they owed their positions to the emperor who, in return, could expect their loyalty and their service. Some families served the emperor as ministers of government. However, in time, they came to owe their positions to the shogun, who had become the real political authority in Japan.

The warrior class also included the **daimyo**, or territorial landlords, who were from the noble families. There were about 275 daimyo and they formed the warrior aristocracy of Japan by their ownership of large sections of land and the wealth that they accumulated, as well as from their control of and access to the samurai. They lived under a strict set of rules that were designed to limit their ability to threaten the position of the shogun. These rules included seeking approval from the shogun to marry, limits on the number of samurai they could control and restrictions on castle repairs. They were not allowed to build new castles or fortifications. The shogun was also able to have significant control over how the daimyo moved across Japan by destroying most of the bridges. This then forced the daimyo to move along specific roadways, making it easier for the shogun's warriors to be aware of who was moving where.

The next group within the warrior class was the samurai. They were answerable only to their daimyo. Samurai were not owned as such by their daimyo but their code of behaviour (known as Bushido) ensured that their loyalty to him was absolute. They were paid a set amount, usually in rice. As a means of earning extra income, some samurai families were secretly involved in the production of goods such as toothpicks, which they sold to peddlers. All samurai were men.

The second class in the hierarchy consisted of farmers and peasants. According to Confucian belief, those who grew the food that fed the rest of the population held a place of high esteem in society. In reality, this did not mean that they were treated well by the people above them. Farmers and peasants worked under a heavy burden of taxes that included grain requisition and provision of labour services. How they were actually treated depended to a large extent on

SOURCE 7.21 A painting depicting the daimyo watching as his samurai practise their archery

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their daimyo because he was the one who gave the orders and demanded the taxes. They were not slaves because they were not owned, but their livelihoods nevertheless depended on the daimyo. Some daimyo treated their farmers and peasants better than did others.

The third class in the hierarchy consisted of the artisans and craftsmen. According to Confucianism, while artisans did make things, the things they made were not essential items. This meant that pottery, jewellery and other forms of art and craft were not highly regarded as ways to make a living. Even those who made swords for the samurai were included in this group.

Merchants were the fourth social class and therefore at the bottom of the hierarchy. They were not well regarded in Japanese society because they made their livings without actually producing anything of value. Merchants moved goods between the districts where the other classes lived. In time, of course, some merchants became very wealthy. Their status in society then changed, especially once Japan became industrialised in the late 19th century.

There were some people who were considered to be outcasts, which means that they existed outside the social structure altogether. They were known as the **hinin**, or 'non people'. In some cases they were outcast because of their jobs—being an undertaker, a butcher, a tanner or a public executioner was considered to be unclean in both Shinto and Buddhist belief. Nevertheless, the skills and goods produced by these trades were often in high demand by people who needed to have someone buried, wanted meat for food or wanted fur or leather for clothing. The skills of a public executioner were needed whenever a criminal was sentenced to die.

Others who were cast out of society included wandering musicians and those who had been convicted of a crime. Samurai who no longer had a master (and therefore had no purpose) became **ronin**, and as such were members of the hinin. While some hinin became beggars or turned to crime to survive, others gradually elevated themselves to at least the lower classes of society by developing skills or moving to a new place to start again.

ACTIVITY

Check your understanding

1. How did the social hierarchy in Japan, in theory at least, differ from social hierarchies in Medieval Europe?
2. Which groups made up the warrior class?
3. Explain why some groups of people were considered to be outcasts in Medieval Japan.

Apply your knowledge

1. Which social class would you have preferred to have lived in during this period? Explain the reasons for your choice.

Living in Medieval Japan

The family unit

Family was a very important part of Japanese life and society in medieval times and still is today. Families usually included several generations—grandparents, parents and children—all living together. Great-grandparents were occasionally part of this family unit. Just like the wider community, the Japanese family had a hierarchy that defined the role of each member of that family.

The father was the head of the household and he had total control over all other members. This role was then passed from father to eldest son upon the father's death. Women of all ages were expected to obey the male head of the family. They mostly undertook traditional female roles (i.e. cooking, cleaning), so few ordinary women had power or status. In early Medieval Japan, however, some women from the wealthier families did manage to hold positions of significance; this changed, though, when the shogun took control of Japan. At this time, women were forced to give up their positions and return to their traditional roles.

The needs of the family always came first, even if this meant that the needs of the individual were not met. Sometimes this resulted in an individual family member enduring great personal sacrifice, such as forming a marriage that would benefit the family rather than

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the individual, or having to care for or take responsibility for other family members to the detriment of the individual's happiness.

In wealthy families, marriages were often arranged as a means of increasing the wealth and prestige of the two families involved. In poorer families, women sometimes had a greater degree of choice about whom they married but their lives were physically more demanding. They worked in the fields and ran the household by cooking, cleaning and raising the children.

Respect for the elder family members was also essential. Elders were the keepers of wisdom; therefore, their opinions mattered and deserved attention. Young people were expected to listen to and learn from their elders.

> A woman has no particular lord. She must look to her husband as her lord, and must serve him with all worship and reverence, not despising or thinking lightly of him. The great lifelong duty of a woman is obedience. In her dealings with her husband, both the expression of her countenance [facial expression] and style of her address should be courteous, humble, and conciliatory, never peevish [easily irritated] and intractable [difficult to deal with], never rude and arrogant ... When the husband issues his instruction, the wife must never disobey [him] ... Let her never even dream of jealousy. If her husband be dissolute [immoral], she must expostulate [strongly disapprove] with him, but never either nurse nor vent her anger. If her jealousy be extreme, it will render her countenance frightful and her accent repulsive and can only result in completely alienating her husband from her, and making her intolerable to his eyes ... In her capacity of wife, she must keep her husband's household in proper order. If the wife be evil and profligate [immoral], the house is ruined. In everything she must avoid extravagance [spending too much money], and both with regard to food and raiment [clothing] must act according to her station in life, and never give way to luxury and pride.

SOURCE 7.22 Japanese Neo-Confucian scholar and writer Kaibara Ekiken (1630–1714 CE) wrote a book called *Onna daigaku* (*Greater learning for women*), which outlined the role of women in society according to Confucian beliefs. This is his explanation of the role of wives.

As families lived and worked together, children could be easily educated in all things important for survival. This included such things as family obligations, religious belief and caring for crops and animals.

ACTIVITY

Source questions

Use source 7.22 to answer these questions.

1. Describe, in your own words, how a Medieval Japanese wife was expected to behave towards her husband.
2. Explain when it was acceptable for a wife to disapprove of the actions of her husband.
3. Briefly outline what would happen if a woman was to become angry or jealous.

Apply your knowledge

1. Elise takes you to Edo in 1610 CE. You visit two Japanese wives from different social groups, and interview each one about her life and her family. Make sure you find out:
   - how many people are living in her home, and their relationship to her
   - what her husband does for a living
   - what sort of work she does in the household
   - the social class to which she belongs.

   Write up your conversation in your travel blog.
2. Create a table that you can upload to your travel blog that compares the lives of Japanese women in different social classes in Medieval Japan.
3. Write and illustrate an account of a day in the life of the people in your household.
   a. Explain who does the shopping, cleaning, childcare etc. Who decides where you go on holiday? What sorts of jobs do the people in your household have—at home, at work?
   b. After you have investigated more details about the life of families in Medieval Japan, compare and contrast your family's lifestyle with that of a family in Medieval Japan. Explain what aspects of Medieval Japanese life might have been more enjoyable than aspects of life today. Explain what aspects of Medieval Japanese life might have been harsher than aspects of life today.

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Clothing

The fashions of the Japanese imperial court could be quite elaborate and decorative for both men and women. Traditional Japanese outfits contained many layers, and therefore a lot of material was required to make them. How one dressed and what one wore was a reflection of one's social standing.

Strict rules governed who could wear certain types of materials, and who could wear colours such as yellow, green and shades of red and purple. People who chose to wear a forbidden colour often found that they were no longer welcome at court. Other people were sometimes allowed to wear colours that were usually forbidden to their rank because those people were the favourites of the emperor or empress.

Silk was a highly prized material, but it was tightly restricted for use only by the empress and her favourites, or close friends. It was an expensive and delicate material so consequently the lower classes could not afford to buy it. In any case, it was an impractical material for a person who had to do hard physical labour in the fields.

Peasants and artisans wore clothes that were practical for day-to-day living. Their styles were much simpler and less layered than those of the upper classes. They did, however, wear more elaborate styles at times of ritual or special celebration.

Meals

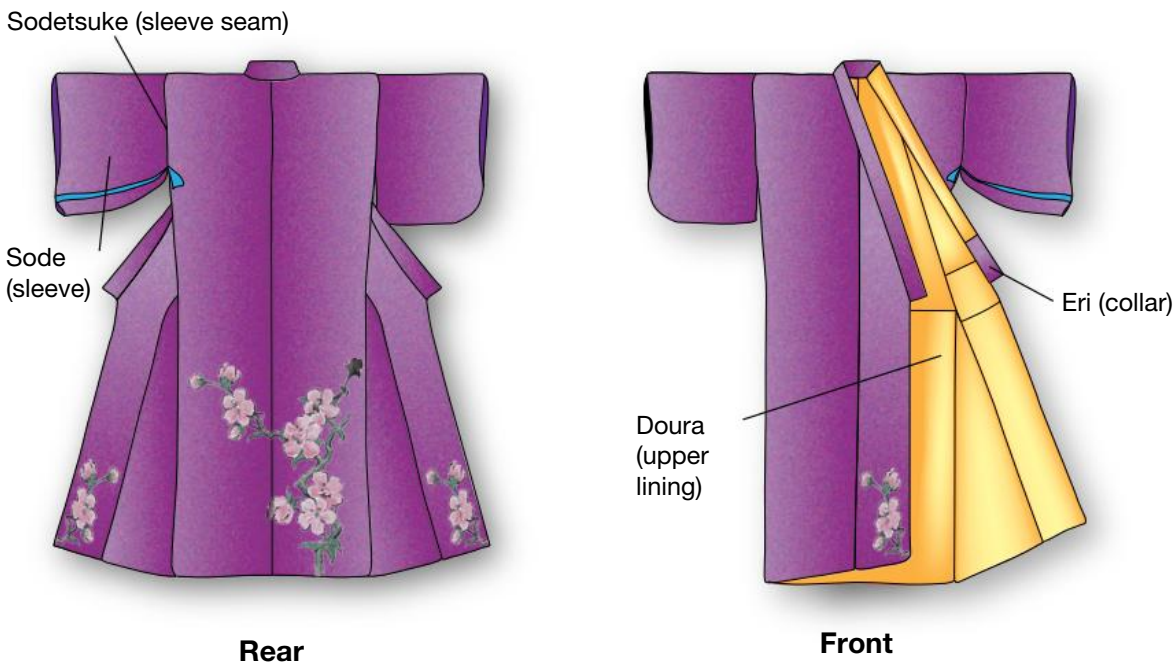
Mealtime was an important part of family life in Medieval Japan—it was a time when the family came together to discuss the day's activities.

As rice was the primary crop grown by farmers, this was the staple of the Japanese diet. They also relied heavily on seafood, especially fish. Generally, meat from farmed animals such as cows was not eaten by most Japanese families.

How food looked was as important to the Japanese as what they ate. Zen Buddhism taught that even the simplest activities could lead to spiritual contentment when they were treated as forms of art. Great care was therefore taken to present food in ways that were both attractive and creative. Elements of this type of food design still exist today.

Housing

Peasant families tended to live in single-storey, one-room buildings made from lightweight materials such as wood, paper and straw. The Japanese had learned that such materials would



SOURCE 7.23 Different parts of a kimono

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cause less injuries and deaths if an earthquake occurred. In case of fire, though, these buildings offered no protection and were destroyed very quickly.

Wealthy families lived in larger spaces and used dividers to create separate rooms. The advantage of these dividers or screens was that they were portable—they could be moved around and/or altered as the family grew or shrank in size.

ACTIVITY

Check your understanding

1 Why were some people allowed to wear clothes that were considered to be 'above' their social rank?

2 What were the staples of the Medieval Japanese diet?

Apply your knowledge

1 Elise takes you to have a traditional Japanese meal in the household of a daimyo in 1700 CE. In your travel blog, write two paragraphs about your experience, including information about what you ate, and who you had your meal with.

The warrior way of life

As we have seen, the samurai were members of the military class, and were the protectors of their daimyo and his territories. They wore elaborate armour and used a range of weapons that included swords, guns and arrows. Just like the knights of Medieval Europe who lived by a special code called chivalry, samurai warriors lived by a special code called Bushido. This code was based on honour, loyalty and discipline and was strongly influenced by Confucian ideas. The term **bushi**, which is sometimes used in reference to the samurai, comes from this word. When he was not fighting for his daimyo, a samurai was a farmer, producing food for his family and for the estate on which he lived.

Initially, samurai were employed privately by rich landowners who wanted to protect their land. However, by the end of the 12th century, two main clans, Minamoto and Taira, fought each other to control the whole of Japan. Minamoto Yoritomo, the clan leader, was victorious in

SOURCE 7.24 Painting of a samurai warrior in action, c. 19th century

Spotlight

The seven virtues of the samurai code (Bushido)

The samurai followed a code known as Bushido. It had seven main virtues, whose roots stem from Confucianism and Zen Buddhism.

- Gi (rectitude): morality, integrity
- Yū (courage): bravery, valour
- Jin (benevolence): kindness, compassion
- Rei (respect): reverence
- Makoto (honesty): sincerity
- Meiyo (honour, glory): nobility
- Chūgi (loyalty): faithfulness, devotion, trustworthiness

Sometimes added to these virtues were:

- Kō (filial piety): love and respect for parents and ancestors
- Chi (wisdom): insight
- Tei (caring for the elderly)

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1185 CE and by 1192 CE he had established a new government in Kamakura, with himself as shogun. Minamoto Yoritomo then gained control of the samurai and was able to use them to protect both himself and his government.

In the years between 1333 CE and 1573 CE, Japan was made up of numerous independent states that were frequently at war with each other. Samurai warriors were in high demand to fight in these wars. By 1573 CE, Toyotomi Hideyoshi was victorious, and was able to reunite Japan. He introduced the very strict social caste system we read about earlier, where the samurai warrior and his daimyo were a part of the warrior class and therefore at the top of the social hierarchy.

Why did samurai commit 'hara-kiri'? Find out at OneStopDigital.

By 1615 CE, Japan was mostly at peace. After a series of wars between rival clans, Tokugawa Ieyasu asserted his authority by winning the Battle of Sekigahara in 1603. He became the first Tokugawa Shogun and thereby established the Tokugawa Shogunate. Ieyasu was very generous to the daimyo and samurai who had supported him, giving them lands taken from the conquered clans. In the peaceful years that followed Ieyasu's victory, samurai warriors were still highly regarded by society but, without wars to fight, many had to turn to other jobs for their livelihoods, such as government, teaching or artisan jobs. In 1868 CE, the samurai class was abolished when the Shogunate Period finally ended.

SOURCE 7.25 A modern-day illustration of a samurai warrior in action

Spotlight

Even as a child, the samurai were moulded into what their lord wanted them to be. Education was formulated such that a child would not grow up with too grand an idea of his power and too little grasp on the idea of servitude.

Children first received their samurai clothing and swords by the age of five. They were split into instructional groups and would follow a leader who would teach them. By the age of 10, the children were to have memorised the instructional texts from their leaders. Between ages of 10 and 14, they were taught, and expected to perform, official etiquette. At age 13, instruction in the military arts—archery, swordsmanship and spear fighting—began. At the age of 16, the instructional groups were dissolved and individual instruction began. Instruction lasted until the age of 22.

Catherine Jinks wrote a series of books about a boy called Pagan who became an assistant to a Medieval European knight. You may wish to read *Pagan's Crusade*, the first in the series, to compare the life of a European medieval page to a child samurai. Go to OneStopDigital to find out more about *Pagan's Crusade*.

Conversely, Chris Bradford has written a series of novels called *Young Samurai* about Jack, a young British sailor who is shipwrecked off the coast of Japan in the 17th century. He is rescued by a samurai warrior who decides to train Jack as a samurai. This series would be an interesting comparison to the Pagan series.

Go to OneStopDigital to out more about the *Pagan's Crusade* and the *Young Samurai* series.

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Find out how medicine and surgery were used to heal wounds on the battlefields at OneStopDigital.

The wives of samurai warriors not only had an important role in family life; they also had to take on some of the code of the samurai, and learn to defend themselves for the times when their husbands were absent.

SOURCE 7.26 An image of a Medieval Japanese woman in battle

SOURCE 7.27 Samurai warriors wore elaborate armour that helped to show off the power of their daimyo

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ACTIVITY

Source questions

Use source 7.28 to answer these questions.

1 Outline the characteristics that a woman married to a samurai was expected to show.

2 Explain how the absence of her husband impacted on the duties of a wife.

3 Compare the duties and virtues of a samurai to those of the wife of a samurai.
   - **a** How do they differ?
   - **b** How are they similar?

4 How is a part of the tradition of the warrior wife carried on today?

> In the early [Shogunate] period ... [women married to samurai warriors] were expected to exhibit loyalty, bravery, and take on the duty of revenge. As her warrior husband was often absent, ... [the] wife also had important duties at home. Her responsibility was the food and all the household supplies. She oversaw the harvesting of crops, managed all the servants, and took over all financial business ... In matters which concerned the well-being of the family, her advice was sought and her opinions respected. On her, too, fell the burden of providing the proper education of her children. She was to instil in them a strong sense of loyalty to the samurai ideals of courage and physical strength.
>
> In wartime women sometimes had to defend their homes. Trained in weaponry, women carried a dagger in their sleeves or sashes and could throw with deadly aim. The naginata, a long, curved sword, was considered the weapon most suitable for women. Japanese girls today continue the ancient art of naginatajutsu as they learn how to wield the naginata.

SOURCE 7.28 Text from an essay about women in Medieval Japan, by noted history scholar Lyn Reese.

5 Describe what you see the samurai wearing and carrying in sources 7.24 and 7.25.

6 Look at source 7.27. Outline:
   - **a** what you think the armour might be made of
   - **b** any problems that you think may be associated with wearing this type of armour
   - **c** any advantages that might come from wearing this type of armour.

Apply your knowledge

1 **a** Further Investigate the history of the samurai using books and/or websites to help you. Write a 200-word piece of historical fiction that explains why it was good to be a samurai. Alternatively, you may want to create a graphic novel where pictures tell the story. You could use the websites listed on OneStopDigital as well as the history books in your library and then upload it to your blog.
   - **b** After visiting these websites and reading further about samurai armour, assess how accurately you answered questions 1 and 2. What did you overlook? What did you get right?

2 Briefly explain how evidence such as photographs helps us to understand the history of a topic such as the samurai.

3 What other types of evidence would be helpful for us to use?

4 The knights of Medieval Europe also lived by a code known as 'chivalry'. Go to OneStopDigital to read the Code of Chivalry.

   You will notice that there are a number of versions of the code, including one from the Duke of Burgundy that has one word for each aspect of the code.
   - **a** Explain how the codes of the Japanese samurai and the European knights are similar to each other.
   - **b** Explain how the codes of the Japanese samurai and the European knights are different from each other.
   - **c** Which element(s) of the Bushido do you think would be the hardest to keep? Give reasons for your answer.
   - **d** Which element(s) of the Code of Chivalry do you think would be the hardest to keep? Give reasons for your answer.
   - **e** After comparing the codes of the Japanese samurai and the European knights, who do you think had the better life? Outline the reasons for your choice.

5 Elise gives you one of the chapters in the *Young Samurai* series and asks you to explain in your travel blog whether you think the chapter has helped you to better understand medieval life in either Europe or Japan.

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Castles

When you hear the word 'castle', you probably imagine the castles of England, Scotland or Europe. You may therefore be surprised to learn that there were castles in Medieval Japan too! Originally, these castles were built only as a means of defence. Just like the castles of Medieval Europe, a Japanese castle was placed in an area that could provide a strategic advantage to the daimyo who owned it. Consequently, castles were located near ports, rivers and trade routes. They were usually placed up high—on a hill or a raised area of land—so that the approach of the enemy could be seen early enough to allow for the assembly of the daimyo's troops. A strong, distinctive castle was meant to intimidate those who might choose to oppose its daimyo. Castles were first built of wood, and then later strengthened with stone.

Typically, a Medieval Japanese castle consisted of three rings of defence. The main circle (*honmaru*) was in the centre, and the tower was situated there. Two more circles (*ninomaru* and *sannomaru*) surrounded the *honmaru*. Lords usually lived in the castle, in the *ninomaru* ring. The samurai lived in the town surrounding the castle—highly ranked samurai lived closer to the castle than lower ranked samurai. The town around the castle also provided housing for artisans and merchants. They tended to live in special areas or districts—artisans lived and worked in one part of the town while merchants lived and worked in another part of town. The modern cities of Tokyo and Kanazawa are good examples of Japanese cities that grew from their origins as castle towns.

Over time, the role of the castle developed into being a seat for power and authority as well as military defence.

Castle-building ceased in Japan around the middle of the 17th century. This was for two main reasons.

1 The building of castles placed a heavy demand on resources, in terms of the initial building and then maintenance. It was not a sustainable way of building or protecting Japan.
2 The shogunate controlled who could build what, partly as a means of conserving resources and partly as a means of political control. By refusing to allow the construction of new castles, the shogunate was able to control who lived in the castles that already existed and therefore limit the chances of opposition.

Today there are about 111 castles remaining in Japan. Few of these are in their original condition. When the Shogunate Government collapsed in the mid-19th century, all castles were handed over to the new Meiji administration. Many castles were destroyed because they were regarded as symbols of the old order. Others simply fell into disrepair because they were abandoned. Hiroshima Castle was destroyed by the atomic bomb in 1945, but has since been reconstructed and is now used as a museum.

SOURCE 7.29 Himeji Castle, Hyōgo Prefecture, Japan

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Japan has 14 sites classified by UNESCO as having World Heritage value. A number of these are the sites of castles or the ruins of castles.

Go to OneStopDigital to explore the many castles of Japan and the reasons why they are important to Japanese heritage.

Himeji Castle is one of the most famous of Japan's surviving castles, and is certainly the most visited. In fact, it is considered to be so important to the history of both Japan and the world in general that it was given World Heritage status by UNESCO in 1993. It comprises approximately 83 buildings and sits high on a hilltop, making it a good illustration of the defensive nature of these types of structures.

SOURCE 7.30 The interior of Himeji Castle; note the extensive use of wood inside the building, including steps, window sills and walls.

ACTIVITY

Apply your knowledge

1 Elise has taken you to several of the castles listed at OneStopDigital. Add an account of your visit to your travel blog. Explain how the castles help us to understand life in Medieval Japan in terms of politics, social class and warfare. You should include pictures of the two castles that impressed you the most and outline the reasons for your choices.

Japanese art and literature

Pottery, painting and woodblock prints

Art has had a significant presence throughout Japanese history. The people known as the Jomon have been so called because of the pottery that they left behind. Sculpture has also been a significant part of Japanese society, particularly as a means of portraying aspects of religious belief and everday life.

Painting holds a special place in Japanese life because in medieval times Japanese writing was created using brush strokes. Consequently, painting was an art form that was practised by many in the population. Non-writing styles of painting, however, were also created in a variety of styles and genres. Religious ideals were often the subject of paintings, but portraits of famous people such as the emperor, shogun, generals or writers were popular, as were landscapes or representations of episodes from stories.

Another popular art form in Medieval Japan was the creation of woodblock prints known as *Ukiyo-e*. This was a relatively cheap form of art and was therefore readily accessible to all classes of society. The prints portrayed life in the cities and the people who lived there. Later, landscapes also became popular as a topic for woodblock prints.

Origami

Origami has a long history in Japan. Paper first arrived in Japan around the 8th century, and people found that by folding a single sheet of paper carefully and precisely they could create beautiful shapes and designs. Origami creations

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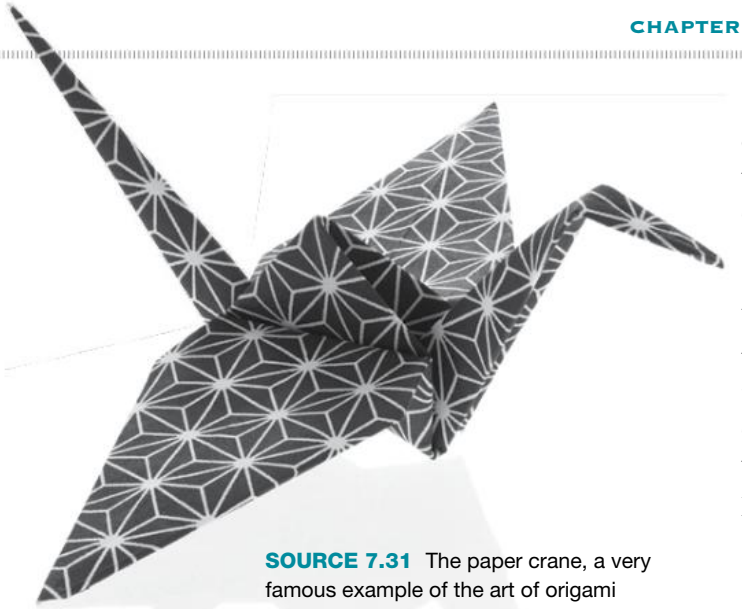


SOURCE 7.31 The paper crane, a very famous example of the art of origami

became gifts for friends and families as well as offerings at temples. Over time, people learnt to incorporate more sheets of paper into the work so that the finished pieces became even more intricate in design.

Origami has since spread throughout the world as a very popular hobby. The most famous example of origami is the paper crane, but all sorts of animals and figures can be created by someone skilled in origami. It is also a beautiful way to create boxes for gift-giving.

ACTIVITY

Apply your knowledge

1 Go to OneStopDigital and follow the instructions to fold a paper crane. You may want to investigate instructions for creating other origami pieces.

2 Explain in your travel blog why the paper crane is probably the most famous example of origami. You may want to read the story *Sadako and the thousand paper cranes* to help you with this exercise.

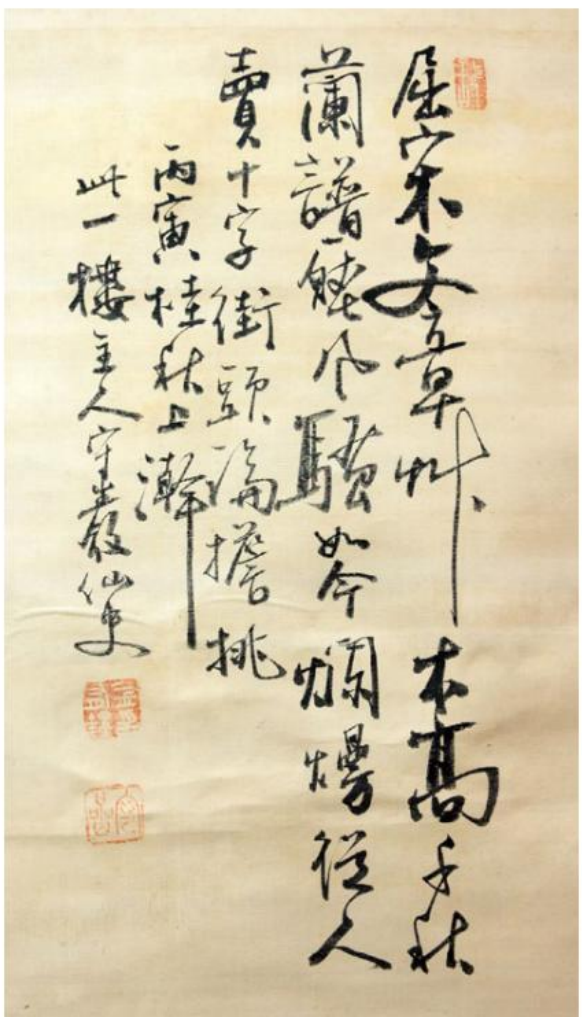
Calligraphy

Calligraphy—or *shodo*, in Japanese—is a hobby that is practised by many people today. The Japanese, the Chinese and a number of other cultures, including societies in Medieval Europe, have used calligraphy for hundreds, if not thousands, of years as a means of writing.

The Japanese style of writing originated from the influence of Chinese culture. The slow and complex means by which the characters of the writing are written has meant that several forms of writing Japanese have developed.

Kanji characters are directly related to Chinese characters and were the first script used by the Japanese. Kanji is an extremely precise way of writing and therefore takes some time to learn and master. It was the language used in official documents and in formal writing, and was mostly used by highly educated Japanese people. Kanji was also the means through which Chinese literature was read in Japan.

Hiragana developed as a quicker and much easier script to paint/write. The characters of hiragana represent the syllables that make up words. In Japanese writing, hiragana are used where there is no kanji character for that word—for example, for native Japanese words or for words such as 'from', 'Mr' or 'Mrs'.



SOURCE 7.32 Examples of Japanese writing

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SOURCE 7.33 The calligraphy for 'history'

Until modern times, kanji and hiragana were created using carefully controlled brush strokes and paint or ink. As with most things in Medieval Japan, this was treated as a form of art. The strokes of each character needed to be drawn not only with care but in the correct order. This was a slow process so, over time, faster, less precise ways to draw the characters developed.

Interestingly, Japanese is written from the top to the bottom of the page, basically in columns. The columns are read from left to right.

> Their way of writing is very different from ours because they write from the top of the page down to the bottom. I asked Paul [Anjiro] why they did not write in our way and he asked me why we did not write in their way? He explained that as the head of a man is at the top and his feet are at the bottom, so too a man should write from top to bottom.

SOURCE 7.34 Roman Catholic missionary St Francis Xavier (1506–52 CE) lived in Japan during the 16th century and recorded his thoughts about the Japanese style of writing

ACTIVITY

Apply your knowledge

1 Go to OneStopDigital and follow the instructions to paint an example of Japanese calligraphy. The page will provide you with instructions and a list of equipment that you will need. You can also access videos that will show you how to paint the characters. Include an example of your calligraphy in your travel blog.

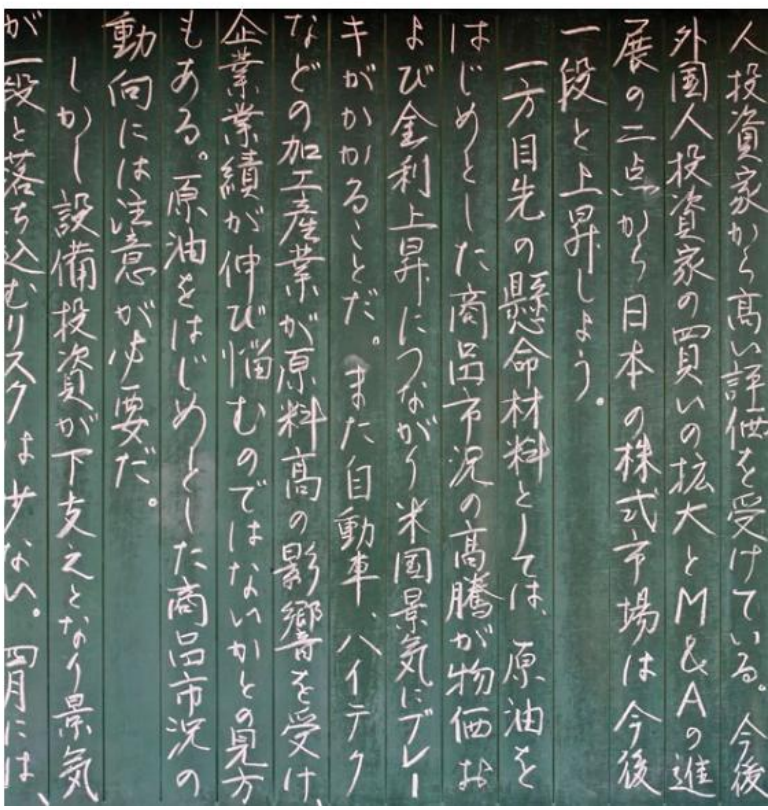
2 Now try to draw the kanji shown in source 7.33.

3 Translate your name into Japanese. Investigate whether or not you can use an online English–Japanese dictionary on OneStopDigital.

Prose

Prose is the term we use to refer to extended forms of writing such as fiction and non-fiction works. Because there was no writing system prior to the introduction of kanji, there are no recorded stories from early Japanese history.

With the introduction of kanji, educated people were able to read stories written in Chinese script and by Chinese authors. Japanese writers then began to create and record their own stories and other works. Early writings strongly reflected influences from China. Because the educated classes were used to reading the classical works of Chinese authors, Japanese writers wrote their works along similar lines. Over time, however, they increasingly turned to Japanese life for inspiration so that a more distinctive form of Japanese literature developed.



SOURCE 7.35 Japanese prose

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Spotlight

Some of the earliest Japanese stories were designed to illustrate the connection between the gods and the imperial family. In this way, the emperor's power appeared to come from a divine authority. Other legends often considered man's connection with nature.

One legend, *Urashima Taro*, is generally regarded as the earliest example of time travel. Believed to have been written sometime in the 8th century, it tells the tale of a fisherman who rescues a small turtle that turns out to be the daughter of the emperor of the sea. The fisherman is asked to visit the emperor in his palace under the sea so that the family can say thank you for the rescue. After three days, the fisherman returns to his village to find that 300 years have passed and that everyone he knew and loved has long since died.

Other stories provide us with an insight into life in the imperial court. *The Tale of Genji*, thought to have been written by Murasaki Shikibu in the 11th century, tells the story of Genji, the second son of an emperor who lives his life as an imperial official. This work is often regarded as the earliest example of the novel and it still has an impact on writers today.

Haiku

Both Ancient and Medieval Japanese societies placed great emphasis on the arts and literature. This can be linked back to the Confucian belief that all behaviours should be treated as a form of art.

One example of a highly distinctive Japanese art form is haiku poetry. Traditionally, a haiku is a poem of 17 sound units (known as *on*) and three lines. A Japanese *on* is often translated to mean 'syllable', but they are not technically the same thing. A haiku has no rhyming words. The general rule for haiku poetry is that the first line has five *on*, the second line has seven *on* and the third line has five *on*. Sometimes the arrangement of the syllables may be slightly different.

Matsuo Basho was a famous poet and teacher during the Edo Period of Japan. He is usually credited as being the master of haiku poetry. Examples of his work appear on monuments throughout Japan and are translated and studied throughout the world today.

This snowy morning
That black crow I hate so much...
But he's beautiful!

With every gust of wind,
the butterfly changes its place
on the willow.

SOURCE 7.36 Some examples of Matsuo Basho's haikus

Medieval Japanese also enjoyed music, dance and drama. What is a Koto and who performed the first Japanese drama? What did Medieval Japanese music sound like? Find out at OneStopDigital.

Environmental issues in Medieval Japan

Most early societies relied heavily on nature for the provision of the resources required for survival. Little, if any, thought was given to the conservation or regeneration of trees or forests. Forests were cleared so that wood could be used for building houses, castles, monuments and ships. Families needed fire for cooking and warmth—wood was the fuel for these fires. Cleared land was needed for growing crops, especially rice, and for the grazing of farm animals. Logging of trees was not an important issue while population growth was small and/or stable.

As opposed to the restrictive land use in Medieval Europe, land in Medieval Japan was largely available for use by everyone, or at least for those who lived in the area or under control of the local daimyo. But, as we have learnt, space ultimately was (and still is) extremely limited

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in Japan. Approximately 70 per cent of the land was mountainous territory and only 20 per cent was usable for farming. Intense use of this limited resource was the consequence of both population growth and frequent military activity. Unlike in large land masses such as Europe, in Japan it was not possible to move to a new location when resources became scarce.

By midway through the 16th century, Japan's population had reached approximately 10 million people. Land degradation and deforestation were noticeable. There was a scarcity of high-quality timber; mudslides and flooding were frequent; erosion was evident; and rivers were closing off as a result of the build-up of silt. All of this indicated that there needed to be more control over the use of the forests.

In 1666 CE, the shogunate decided to introduce policies that would:

- regulate how wood was used—government officials had to approve the use of timber in any construction
- encourage people to replant forests so that forests could be regenerated; consequently, Japan eventually had some of the first planned forest plantations in the world
- ensure that time and effort were given to the study of forest development and management.

Over time, the enforcement of these policies helped both villagers and government officials to experiment with and develop techniques in the management of forests and the planting and nurturing of trees. Villagers were encouraged to replant forests and to care for and sustain them. By the 19th century, Japan had effectively become reforested, which then assisted the country to become industrialised as it moved into the 20th century.

This program of care for the environment also meant that Japan was at the forefront of environmental policy-making. Most other countries, including the United States and Australia, would not pay serious attention to environmental issues such as land use and management until at least the middle of the 20th century.

SOURCE 7.37 The 900-year-old cedar trees of Shinshu Temple. This temple is in the Nagano Prefecture of Japan. Shinshu is the traditional name for the area.

ACTIVITY

Check your understanding

1. Define the following terms in your own words: degradation, deforestation, conservation, regeneration.
2. Outline the ways in which natural resources were used in early Medieval Japan.
3. Explain why and how Japanese people changed the way natural resources were used.

Apply your knowledge

1. Re-read the section on the belief systems in Japan (pages 196–97). Suggest another reason, aside from environmental conservation, that might explain why Japanese society was so willing to work to protect nature.

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Japan in the 19th century

The end of isolation

As we read earlier, Japan began its period of isolation around the 1630s CE. For the 200 or so years of its isolation, Japan built a highly distinctive culture and society separate from the rest of the world. Foreign powers such as the Americans and the British made pleas to Japan to open the borders for wider trade relations in the early 19th century, but these pleas were largely ignored. The city of Nagasaki was the only place where Chinese, Korean and some Dutch traders were allowed to have limited dealings with some Japanese merchants.

In 1853 CE, Commodore Matthew Perry of the United States arrived in the bay at Yokohama with four warships. He was not the first American to try to establish relations with Japan, but he would become the most successful one.

Perry asked delegates from the Tokugawa Shogunate to allow him to deliver a letter from US President Millard Fillmore, to the Japanese Government. They told him to move on to Nagasaki. As he sailed towards the port, Perry ensured that the cannons on board his ships were visible to the delegates as they observed the fleet. Another letter that he had presented to them also made it clear that he would be willing to use the force of the cannons if necessary. The delegates eventually agreed to accept the letter from the US president, so Perry promised to return to receive the shogun's reply. The letter contained requests from President Fillmore for an opening of trade between Japan and the United States. He was especially keen to ensure a coal supply in the Asian region for the US navy because their steamships required enormous amounts of coal each time they sailed.

The appearance of the US naval fleet was of great concern to the Shogunate Government. Japan had nothing like the technology shown by the US visitors, and it became clear that Japan could be under threat from powers that were clearly more advanced than their own. Consequently, fortifications were built to protect Edo from possible attacks in the future. This encounter also resulted in the use of the term *kurofune*, or 'black ships'—a direct reference to the black smoke produced by the coal-powered ships of Perry's fleet and as a way of describing the threat of Western technology.

SOURCE 7.38 31 March 1854: Commodore Matthew Perry signs the Treaty of Kanagawa with the Japanese Government, opening the ports of Shimoda and Hakodate to US trade and ending Japan's 200-year policy of seclusion (painting from 1856 CE)

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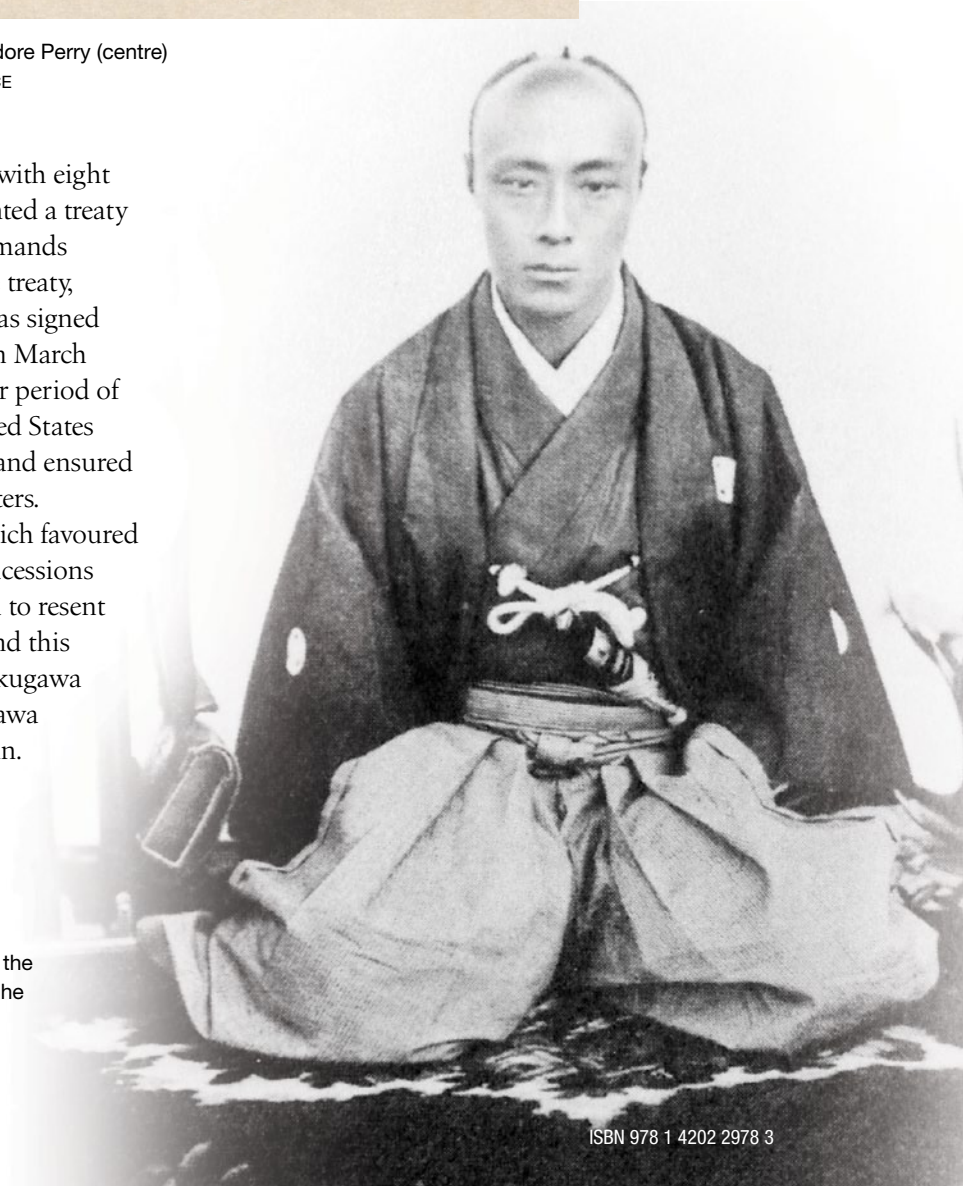
SOURCE 7.39 A Japanese print of Commodore Perry (centre) and his US commander and captain, c. 1854 CE

Perry returned in 1854 CE, this time with eight ships. The shogunate's delegates presented a treaty to Perry that agreed to many of the demands made in President Fillmore's letter. The treaty, called the Convention of Kanagawa, was signed between Japan and the United States in March 1854, effectively ending Japan's 200-year period of isolation. The treaty provided the United States with access to trade with the Japanese and ensured the safety of US sailors in Japanese waters.

Other treaties followed, most of which favoured the United States in terms of trade concessions and access. In time, the Japanese began to resent the unevenness of the arrangements and this became one of the reasons why the Tokugawa Shogunate collapsed in 1868 CE. Tokugawa Yoshinobu was the last shogun of Japan.



SOURCE 7.40 Tokugawa Yoshinobu, the 15th and last Shogun of Japan during the last decades of the Edo Period

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The *Meiji Ishin* followed. *Meiji* means 'enlightened rule' and *ishin* means 'reform' or 'renewal'. Prince Mutsuhito, who had succeeded his father as emperor in 1867 CE, was reinstated as a genuine head of government. He was known as Emperor Meiji. This period is often referred to as the Meiji Restoration because it put the imperial government back in charge of Japan.

SOURCE 7.41 Prince Mitsuhito was the first emperor to hold genuine political authority in Japan for 200 years

The arrival of Commodore Perry had provided a clear indication that the Western world was technologically ahead of Japan. Perry's warships were stronger than anything the Japanese had, and his weaponry far outclassed the weapons available to Japan at the time. If Japan was to participate in this new world, the country had to significantly modernise certain aspects of its society. A reform program was developed, based on 'Western advances' but with 'traditional values'. It brought Japan quickly into the modern world by addressing the need for change in all aspects of society.

This program included the following initiatives.

1. The strict class system of the Tokugawa Shogunate was eased.
2. All Tokugawa lands were returned to the emperor. All domains under the control of daimyo were returned to the emperor. The domains became prefectures controlled by a government-appointed official.
3. The position of the samurai was gradually weakened. They were no longer paid by the government and they were forbidden from carrying their swords in public.
4. Military conscription for all males aged 21 was introduced in 1873 ce. This meant that males of all classes had the right to bear arms—previously this had been a privilege of the samurai.
5. The Japanese army was rebuilt using the Prussian army as its model, while the navy was built along lines similar to that of the British naval force.
6. A national dialect replaced the numerous local dialects spoken throughout Japan. People of different Japanese regions were then able to understand each other more easily.
7. Education was reformed along Western lines, and became compulsory. Western influences here included ideas from France and Germany.
8. Industrialisation became a high priority. Japanese scholars were sent overseas to study the way modern economies worked in places such as Europe and the United States.
9. Religious freedoms, a political constitution and the establishment of the emperor as the head of the government and the military were all put in place in the 1870s CE and 1880s CE.

These initiatives led to the Meiji Constitution.

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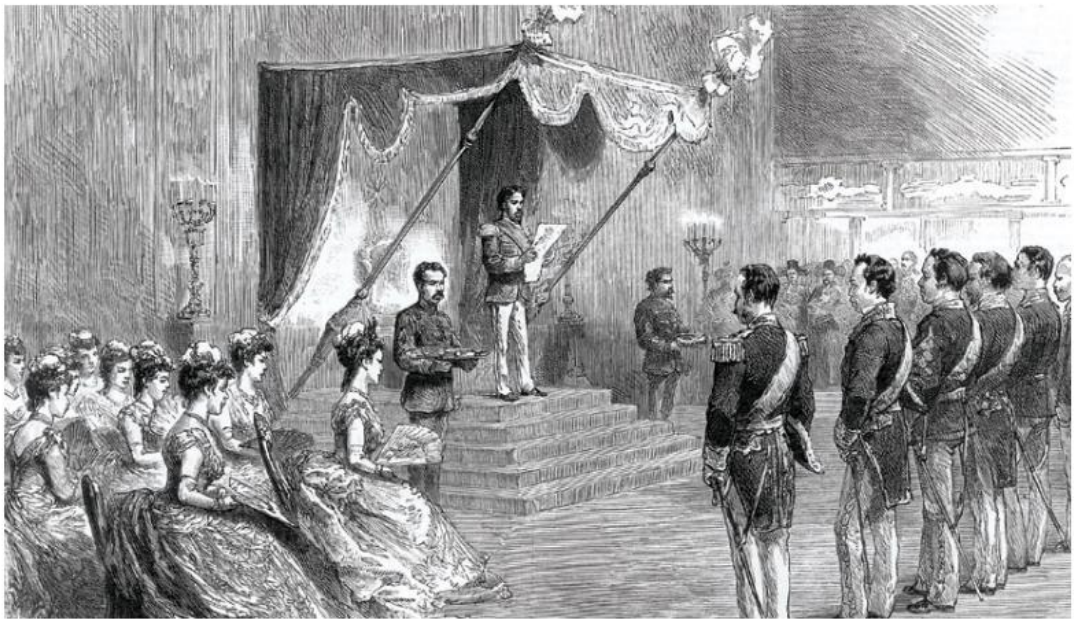

SOURCE 7.42 A painting depicting the Meiji emperor proclaiming the Meiji Constitution in 1889. This constitution established how Japan would be governed from that point on. The emperor was restored to his authority and became an active participant in all aspects of government. This document remained as law until 1945 CE.

Japan was fundamentally altered in a period of less than 50 years. By the turn of the century, Japan was able to fight and win a war with Russia, and take her place in the Modern World as an equal of other nations.

When Emperor Meiji died in 1912 CE, the *New York Times* commented that 'Before [him] went old Japan; after [him] came new Japan'.

Legacies of Medieval Japan

Medieval Japan paved the way for a wide range of cultural developments and achievements that remain in modern-day culture. We have already seen examples of some of these influences when we read about Japanese literature and origami. We can also see the influence of Classical and Medieval Japan in areas such as film, sport, gardens and food. Learning more about Japanese history enables us to understand the traditions and beliefs behind some of these things so that we gain a greater appreciation of the richness of Japanese culture and life.

Even the cartoon programs that appear on television have taken some aspects of Japanese cartoon work into their production. **Anime** is a distinctly Japanese form of animation. **Manga** is the term used by Westerners to describe comics that are specifically created in Japan. Both anime and manga are sometimes used as a way to teach children lessons and morals. One famous example of an anime-style character is Pikachu, a character from the *Pokémon* series. Pikachu, along with other *Pokémon* characters can be seen on television, in computer and console games and in comic books all over the world.

ACTIVITY

Source question

1 Sources 7.38 and 7.39 were both created in 1854, when the Americans signed the Treaty with Japan, ending Japan's isolation from the rest of the world. Create a two-column table and head one column as Source 7.38 and the other as Source 7.39. In each column list the differences and similarities between the two illustrations. Consider the use of colour, style of art and cultural symbols. What factors do you think might account for these differences and similarities, given that both illustrations commemorate the same event and people?

Apply your knowledge

1 Go to OneStopDigital to view the video on how to draw manga-style characters. Create one that you can scan into your travel blog.

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Films

Japanese films and stories have long had an influence on film-making in the West. One famous example of this influence is the western-genre movie called *The Magnificent Seven*, made in 1960. It tells the story of a Mexican village that is under constant attack from a group of lawless bandits. The people of the village decide to hire a group of seven gunmen to protect the village and remove the bandits.

The story is based on the 1954 Japanese film *The Seven Samurai*, by Akira Kurosawa. Set in Japan in 1587 CE when clans were at war with each other, the story focuses on a village that is being harassed by thieves who want to steal their crops. The villagers decide to hire seven masterless samurai, or ronin, to fight the thieves for them.

Another Japanese story, known as *The 47 Ronin*, has appeared as a play, on television and in numerous films in Japan. It is about a group of 47 samurai who decide to avenge their daimyo when he dies after he attacks a court official. They then must also face death for their acts. This is a true story that has become embedded in Japanese culture and has been told and retold many times to illustrate the virtues of strength, loyalty, honour and sacrifice. In 2012–2013 CE, a film based on this story, starring actor Keanu Reeves, is scheduled to appear in Western cinemas.

SOURCE 7.43 Movie poster for *The Magnificent Seven*

Sport

Japan has been influential in spreading a number of sports into the West. Sumo wrestling, which is believed to have originated almost 2000 years ago, is a well recognised sport that is distinctively Japanese. It has

SOURCE 7.44 A medieval painting of a sumo wrestling match, 1867 CE

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strong connections with Shinto, as fights were originally a way to honour the gods. There are strict rules and strongly held traditions in sumo wrestling that dictate who fights whom and when. Aspects of Shinto belief are incorporated into the sport: the tent or canopy is in the style of a Shinto temple, the tassels on the tent reflect the colours of the four seasons and the referee is dressed in a style that is similar to that of a Shinto priest. The wrestlers also live under strict rules about what they eat, when and where they train, and even how they relax. Although Japan is the only country where sumo wrestling takes place at a professional level, it nevertheless holds an ongoing fascination for people in the West.

How long do some competitions last? How heavy are the wrestlers? Find out more about sumo wrestling at OneStopDigital.

Several types of martial arts are also particular to Japan, including judo, kendo and karate. Most of these sports originated to some extent because of the rules of the samurai and class hierarchy—as swords could only be worn and used by the warrior class, other classes had to find other forms of unarmed defence.

Gardens

Japan's limited geographical size meant that people had to develop clever and efficient ways to have gardens as a part of their homes. Strongly influenced by Chinese style and by Zen Buddhism, a traditional Japanese garden is precise in design and considered to be an art form in its own right. Gardens usually include water, a bridge, rocks that are carefully arranged, and a lantern. Depending on its size, a garden may also include a tea house or a pavilion. Small gardens may include miniatures of these buildings.

Bonsai is one aspect of Japanese gardening that is highly distinctive. It is an art that involves trimming a special type of miniature tree that is housed in a pot. It requires patience and therefore is one way to encourage meditation. Bonsai plants remain small because they are specially trimmed at the roots. The bonsai gardener trims the branches and trains them into shape by using fine wire to restrict growth. Some bonsai trees grow to be very old and are beautiful miniature versions of their larger counterparts in nature. The Chinese and Vietnamese also have forms of this type of plant-growing.

SOURCE 7.45 This garden has many Japanese-style features, including cherry blossom trees and Japanese sculptures

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SOURCE 7.46 Bonsai plant

Food

Throughout this chapter we have learned that it was important to the Japanese to treat day-to-day tasks as acts of art. This is evident when we look at Japanese food, where presentation is very important. The colour, shape, combination of dishes and table setting are all very carefully organised. They are designed to add to the enjoyment of the meal and to the taste of the food.

SOURCE 7.47 Japanese food

Japanese restaurants have become common in Western societies, particularly the modern teppanyaki restaurant, where food is cooked in front of the diner. Sushi, sashimi and udon noodles are some examples of Japanese food with which you may be familiar.

California rolls

Makes 10

INGREDIENTS

3 cups Japanese or short-grain rice
4 cups water
1/3 cup rice vinegar
2 tablespoons mirin
2 tablespoons caster sugar
2 teaspoons salt
8 sheets nori (seaweed sheets)
1 large Lebanese cucumber, cut into thin strips
1 avocado, peeled, cut into thin slices
12 seafood sticks or crabsticks
wasabi paste and Japanese soy sauce, to serve*

METHOD

Wash rice under cold water until liquid runs clear. Place rice into a large non-stick saucepan. Add water. Bring to the boil over high heat. Reduce heat to medium. Simmer for 5 minutes, or until small holes form in the rice. Cover and cook over very low heat for 15 minutes. Remove from heat. Stand, covered, for 10 minutes.

Meanwhile, place vinegar, mirin, sugar and salt into a small saucepan over low heat. Cook, stirring, for 3 minutes, or until sugar has dissolved. Refrigerate until cold.

Spread rice over a large tray. Drizzle vinegar mixture over rice. Using a wooden spoon, make cutting strokes into rice to distribute vinegar mixture (don't stir).

Place a sheet of nori, shiny side down, onto a bamboo mat or sheet of baking paper. Place 3/4 cup of rice mixture onto nori. With wet hands, gently spread rice evenly over nori, leaving a 3-centimetre border at far end. Place a strip of cucumber onto rice, 3 centimetres in from edge. Place an avocado slice and a seafood stick next to the cucumber. Using the mat or baking paper as a guide, roll up. Repeat with remaining nori and fillings. Cut each roll into 6 pieces. Serve with wasabi and soy sauce.

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History challenges

Samurai resume

Imagine if the way people got into the samurai army in Medieval Japan was to apply for a position… You are a young man living in Medieval Japan and the daimyo has spoken to your father to tell him that he has a position for a new samurai available among his troops. Your father wants you to apply. You must now produce a resume that you will use to apply for the job.

1. Go to OneStopDigital to research the skills and abilities of samurai. Your school library will also have books and encyclopaedias that will help you in your research.
2. Plan the types of information that you will include in your resume. The following are some points that you may wish to consider.
   - Your skills in the arts and literature
   - Your skills in the martial arts and weaponry
   - Your understanding of the Bushido
   - Evidence of how you practise Bushido in your life
   - What you do to keep fit
   - Why you believe the daimyo would benefit from having you as a member of his troops
3. Go to OneStopDigital, select a resume template, or create one of your own.
4. Create your resume. You may wish to include some illustrations and/or decorate your resume so that it has the look and/or feel of a medieval parchment.
5. Investigate and then explain how real samurai were able to join the service of a daimyo.

Castle for sale!

The owner of a Medieval Japanese castle has asked you to help him sell his castle by developing an advertisement that showcases his property. You may wish to visit some of the websites listed on OneStopDigital to give you ideas about how castles are advertised by real estate agents today.

The owner of the castle is very keen to sell his property to someone who has an appreciation of its history, so he wants you to focus on that type of information in your advertisement. He also wants you to be very clear about the features and advantages of his castle, including its role as a form of military defence.

1. Research castles in Japan using your school library and/or the internet. You should build a collection of key words that you can use to search the indexes of books or that you can use in search engines on the web. These may include the following.
   - Japanese castles
   - Japanese castles history
   - Medieval Japanese architecture
   - List of Japanese castles
2. Create your castle advertisement electronically, using software of your choice. This sale is happening in the 21st century, so you are able to create your advertisement as a web page. Save it to your blog.
3. Given that castles were not available for sale in Medieval Japan, explain how the ownership of a castle, and the area controlled by it, could change.

Write an essay

At the beginning of this chapter you posed a theory about how the geography of Japan might have impacted its development as a nation. Now that you have read this chapter, has your theory been confirmed or refuted? Use the information in this chapter, as well as information on OneStopDigital, other reference books and the internet, to write a short essay that answers this question. How has the geography of Japan influenced Japan's development as a nation? Use the History skills in chapter 1 on page 26 to help you write your essay.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 8

Polynesian expansion across the Pacific (c. 700–1756 CE) »

Moai at Ahu Tongariki, Easter Island

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. When and how did Polynesians colonise the Pacific Islands?
2. What were the key features of Polynesian society?
3. How and why did the Easter Islanders build the mysterious *moai*?
4. What was the impact of European colonisation on Easter Island?
5. What can we learn from the experiences of the Easter Islanders?

Introduction

People see the collapse of Easter Island society as a metaphor, or worse case scenario, for what may lie ahead of us in our own future.

Jared Diamond, *Collapse: How Societies Choose to Fail or Survive*, 2005

POLYNESIAN EXPANSION ACROSS the Pacific Ocean was one of the greatest feats of human exploration and navigation. Polynesians migrated across the vast expanses of the Pacific in little more than small canoes to settle hundreds of tiny islands. In spite of the vast distances between these islands, the Polynesians shared a similar language, social system, mythology, artwork and architecture.

While the communities on some islands developed into complex societies, others, such as that on Easter Island, virtually collapsed. This might stand as a warning for how we use our natural resources today. Easter Island remained isolated from the rest of the world for centuries until it was 'discovered' by European explorers in the 18th century. Since that time, people have been puzzled by the mysteries that abound on the island, such as the origin and purpose of the world-famous stone statues.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

ahu	the large stone platforms on which the *moai* were erected
archipelago	a group of islands that are clustered together
ariki	the upper class and chiefs of Polynesian societies
Austronesian	the group of related languages spoken in Southest Asia and the Pacific Islands
foundation myth	a story explaining how the world, a society or certain customs came into existence
hopu	the title given to contestants in the annual Birdman contest
Melanesia	the island groups of the south-west region of the Pacific Ocean; Ancient Greek for 'black islands'
Micronesia	the island groups of the north-west region of the Pacific Ocean; Ancient Greek for 'small islands'
moai	the original name for the statues of Easter Island
outrigger	a canoe with a log attached to one or both sides of the hull to prevent the canoe from tipping over in rough seas; the log is attached using wooden beams
petroglyph	a word, sign or symbol carved or chiselled into stone
Polynesia	the island groups in the central and eastern region of the Pacific Ocean; Ancient Greek for 'many islands'
pukao	the red topknots on the heads of some of the Easter Island statues
Tangata-Manu	the title given to the clan chief whose *hopu* won the Birdman contest
tapu	something that is restricted, forbidden or sacred; we get the modern word 'taboo' from this term

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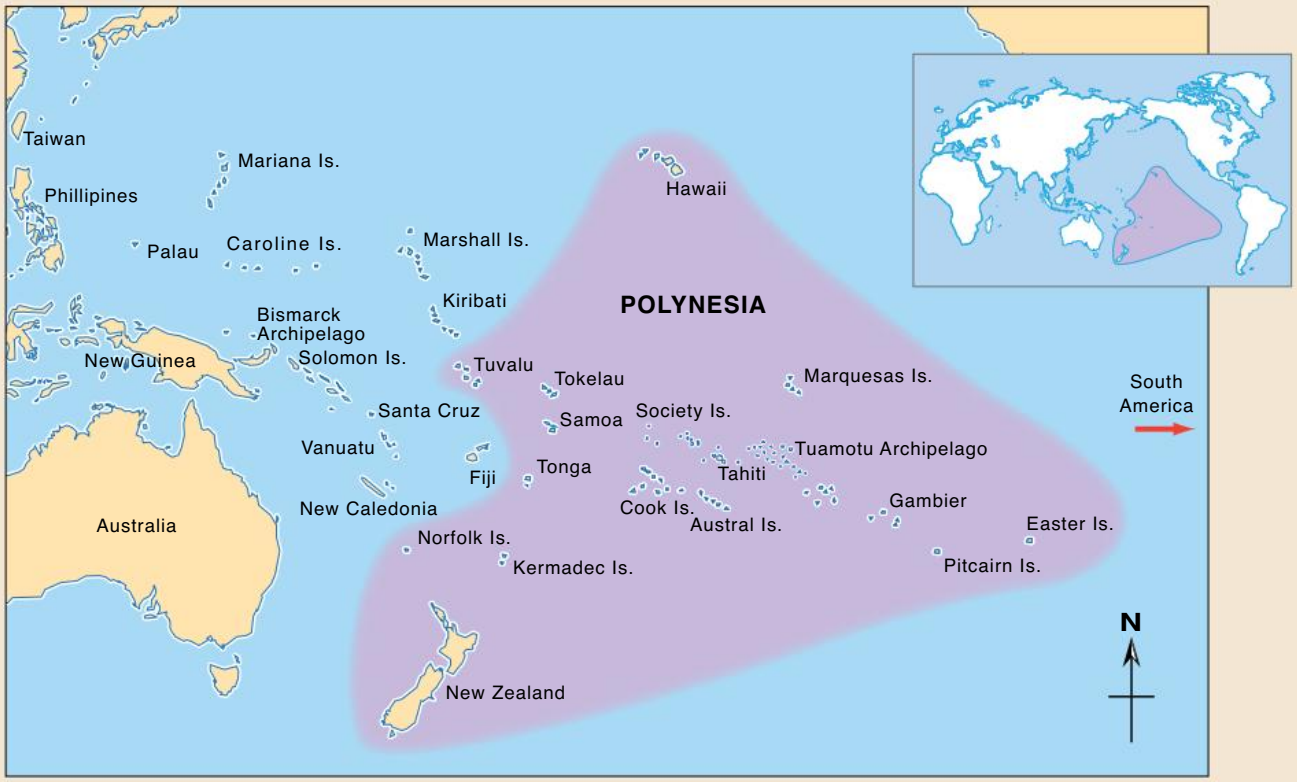
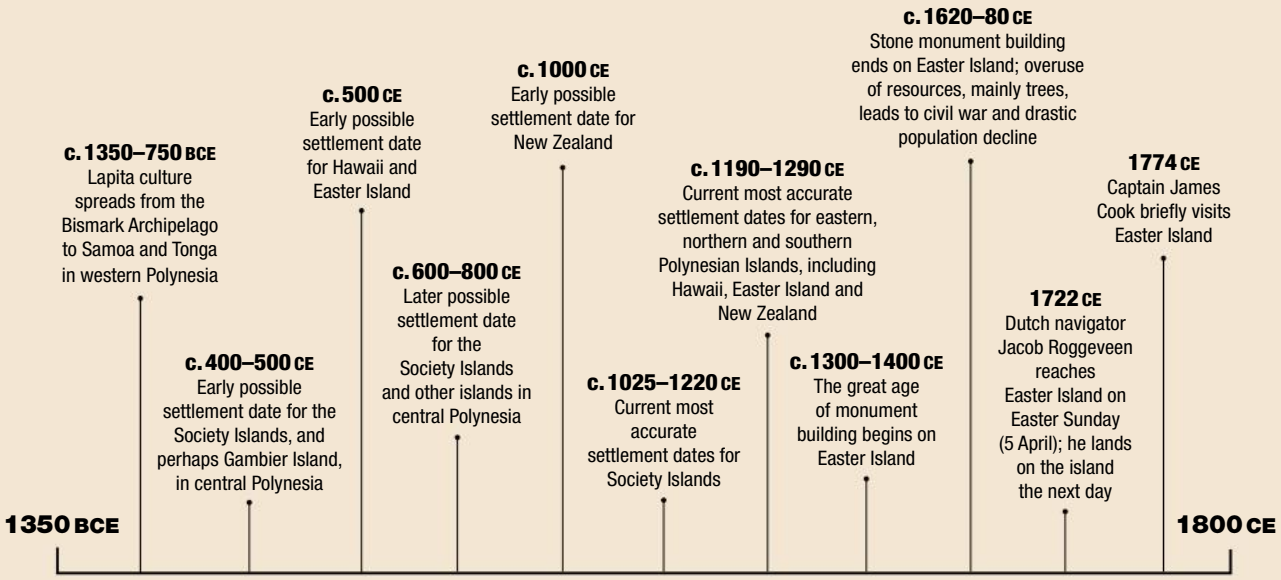
Polynesian islands



Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about Polynesian culture.
3. Title the second column 'Puzzle'. In this column write down the questions you have about Polynesian culture.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have been chosen to take part in the in-depth Revista Tour of 'Polynesian expansion across the Pacific'. I'm Ismet, and I'll be your tour guide. Enjoy your trip.

Polynesian colonisation of islands in the Pacific Ocean

Location of Polynesia

Polynesia consists of many island groups in the central and eastern regions of the Pacific Ocean. The name 'Polynesia' comes from two Ancient Greek words: *polys*, which means 'many', and *nesos*, which means 'island'. Polynesia shares the Pacific Ocean with two other regions: **Micronesia**, which means 'small islands', and **Melanesia**, which means 'black islands'.

The term 'Polynesia' was first used in 1756 CE by Charles de Brosses, a French scientist and writer. He used this term to describe all the islands of the Pacific Ocean. Later, in 1831 CE, a French explorer and naval officer named Jules Dumont d'Urville proposed that the term 'Polynesia' be used only to describe the islands enclosed within a large triangle shape, with its extreme points located at New Zealand, Hawaii and Easter Island. D'Urville's definition was based on geographic, language and cultural differences between the islands within that triangle and the islands in the rest of the Pacific Ocean.

The Polynesian triangle covers an enormous area of the Pacific Ocean. The distance from Hawaii to New Zealand, for example, is just over 7000 kilometres. Roughly the same distance separates New Zealand and Easter Island. The distance from Easter Island to Hawaii is nearly 7500 kilometres. Other major island groups that lie within the triangle include Samoa, Tonga, Norfolk Island, the Cook Islands, Tuvalu, the Society Islands, the Marquesas Islands, Gambier (or Mangareva) and the Tuamotu **Archipelago**.

Origin of the Polynesians

Ever since the 16th century, when Europeans began exploring the Pacific Ocean, people have wondered where the Polynesians came from. There are two competing theories. Some have argued that the Polynesians travelled west from South America. This is called the 'east–west theory'. Others think that the Polynesians came from the islands in Southeast Asia. This is called the 'west–east theory'.

The east–west theory

In the 16th century, Spanish explorers departed from Peru in South America and visited many Pacific Islands. These explorers might have assumed that, as they had departed from South America, the Polynesians had come from

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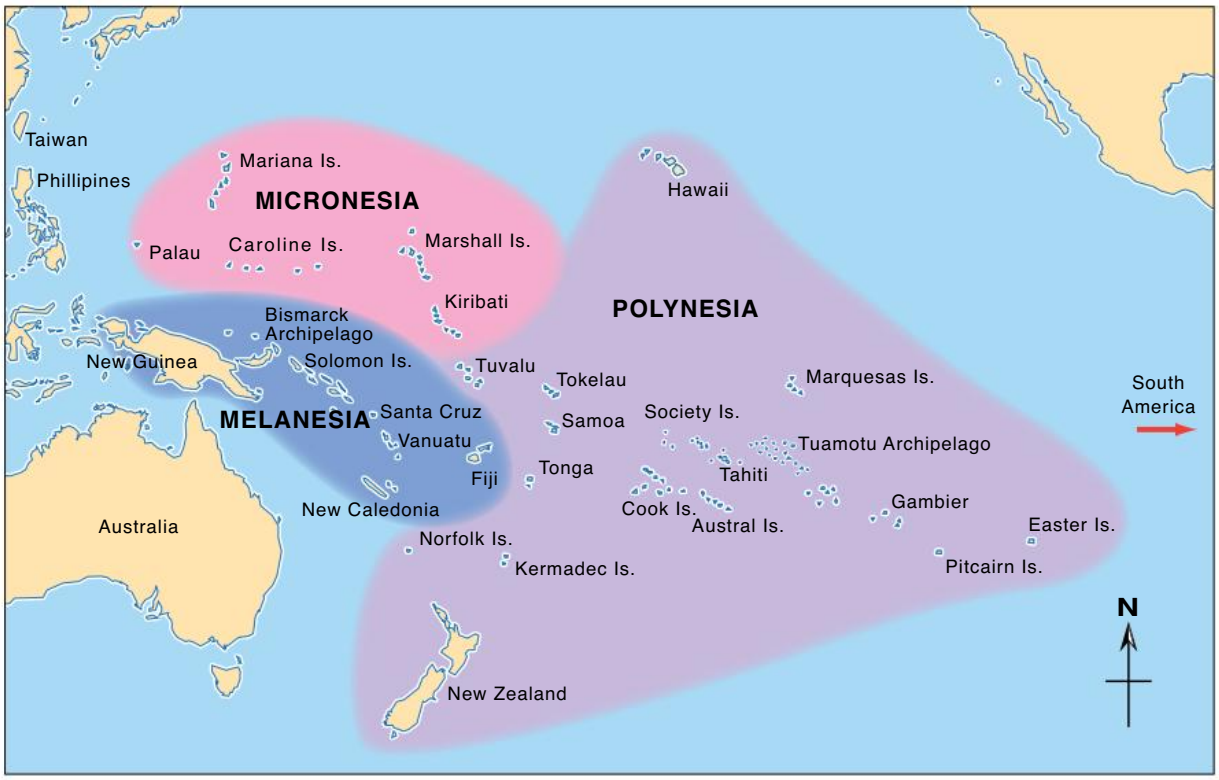

SOURCE 8.1 The three sub-divisions of the Pacific Island groups—Polynesia, Melanesia and Micronesia—as established by d'Urville in 1831 CE

there as well. The fact that the prevailing winds and ocean currents move from east to west across the Pacific probably reinforced this view.

This idea was taken up by a Norwegian scientist and explorer named Thor Heyerdahl. He believed that the people of the Polynesian islands were too primitive to develop complex societies and build large stone monuments. He thought that sophisticated people from Peru had sailed westwards across the Pacific and settled the islands they found there. The similarities between the stone monuments of Peru and those found on some Polynesian islands seemed to prove Heyerdahl's theory.

In 1947 CE, Heyerdahl built a balsawood raft called *Kon-Tiki*. With five companions, he departed from Peru and, 101 days later, *Kon-Tiki* struck a reef off the Tuamotu Islands. They had travelled nearly 7000 kilometres. However, Heyerdahl only proved that people *could* sail from Peru to Polynesia in simple wooden rafts. He did not prove that this was how the Polynesians had *actually* reached the Pacific islands.

SOURCE 8.2 The balsawood raft *Kon-Tiki*, which took Thor Heyerdahl and his crew of five from Peru to the Tuamotu Islands in 1947 CE

Go to OneStopDigital to download and print plans to build your own paper model of *Kon-Tiki*.

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Go to OneStopDigital to view the film archive section of the Kon-Tiki Museum in Oslo, Norway.

Watch the first two videos in the fourth row, which are clips taken during Heyerdahl's famous voyage in 1947 CE.

The west–east theory

A more widely held theory, however, is that Polynesians originated in Asia or the western Pacific and travelled eastward towards the more remote islands. There are several pieces of strong evidence to support this theory.

The first piece of evidence is language. In spite of the great distances between them, the Polynesian people speak distinct but clearly related languages. Today, there are 40 different Polynesian languages that are part of the **Austronesian** language family. Austronesian languages are those spoken in Southeast Asia and the Pacific. The words in different Polynesian languages for common terms such as 'sky', 'north wind', 'woman', 'house' and 'parent' are all quite similar. This suggests that they have a common origin.

The tools and other implements used by Polynesians are also consistent. What is more, they are similar to those used in Southeast Asia and New Guinea. Their belief systems and social structure, while distinctive, are also similar to those that were practised in the islands of Melanesia.

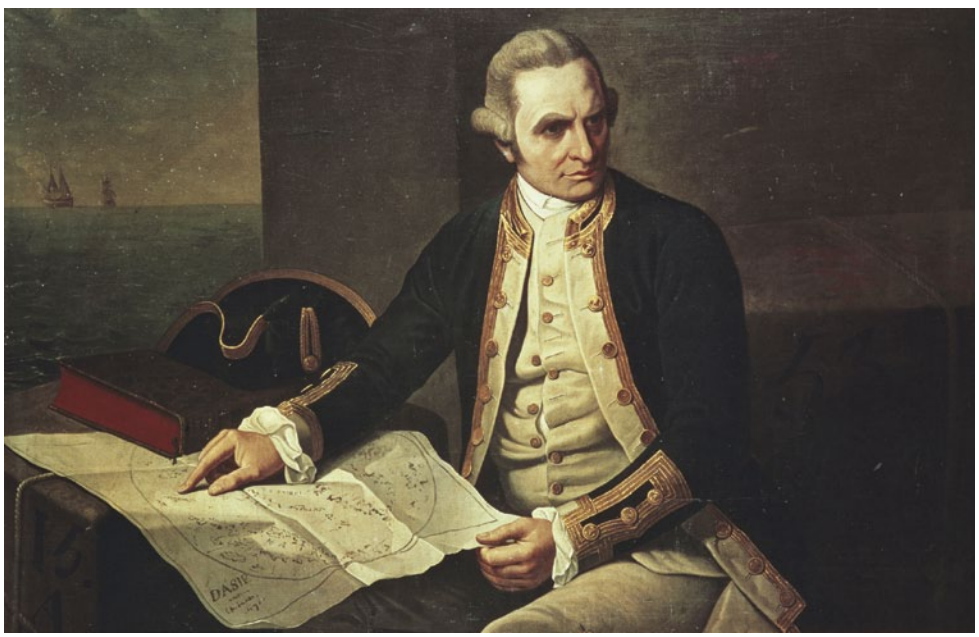
Perhaps the most convincing evidence comes from DNA analysis. DNA, or deoxyribonucleic acid, is present in all our cells and carries the

Spotlight

When Captain James Cook visited Easter Island in 1774 CE, he noted that the language of the local people was similar to that spoken in New Zealand. Additionally, a Tahitian man accompanying Cook was able to understand, and be understood by, the Easter Islanders. Cook concluded that the locals of Easter Island were of Polynesian descent, not South American.

> They are certainly of the same race of People as the New Zealanders and the other islanders, the affinity of the Language, Colour and some of their customs all tend to prove it.

SOURCE 8.3 An extract from Captain James Cook's diary about his visit to Easter Island in March 1774 CE



SOURCE 8.4 A portrait of Captain James Cook, who made several important journeys of exploration in the Pacific throughout the 18th century

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genetic information that determines what we look like. Recent DNA analysis of Polynesians from many different islands shows that they all share similar traits. They also share common characteristics with DNA samples taken from Taiwan, New Guinea and the Bismarck Archipelago. This strongly suggests that Polynesians originated in Asia, not South America.

ACTIVITY

Check your understanding

1 Using the map in source 8.1, list three of the main island groups that can be found in the Pacific Ocean.

2 What do the terms 'Polynesia', 'Micronesia' and 'Melanesia' mean?

Apply your knowledge

1 Your local library is trying to educate the community about the achievements of Polynesian society and they have asked you to write a 200–300-word information panel on Polynesian expansion in the Pacific Ocean. Discuss the east–west and west–east theories, and then indicate which theory you think is the right one. Your report is to go on display alongside artefacts from Polynesian culture in the library.

Dates of colonisation of the Polynesian Islands

Another puzzle that historians, archaeologists and anthropologists have tried to piece together is exactly when the different islands in Polynesia were settled. Sometimes the dates for when people reached a particular island can differ by as much as 1000 years! As there are no written records from the time, we must study archaeological evidence and employ radiocarbon dating (or simply carbon dating) to determine when the Polynesians reached certain islands.

Archaeologists think that prehistoric Austronesian speakers spread out from the island of Taiwan to the islands of Micronesia and Melanesia sometime between c. 3000 BCE and 1000 BCE. A distinctive culture called Lapita emerged on the Micronesian and Melanesian islands. The main evidence for the existence of this culture comes from the shards of pottery the people left behind. Lapita pottery was made from clay and baked hard in low-temperature ovens. People decorated the pottery with simple designs and human figures, using bark or seashells. This pottery was produced in the Bismark Archipelago and the Solomon Islands between 1350 BCE and 750 BCE. Examples of Lapita pottery have also been found on the Polynesian islands of Samoa and Tonga. Seashell fragments lodged in the pottery from these island groups have been radiocarbon dated to about 2800 BP (Before the Present); that is, c. 800 BCE.

Spotlight

Radiocarbon dating measures the amount of carbon-14 (or C14) present in organic matter. C14 decays at a fixed rate, so archaeologists can estimate when the specimen (plant, animal or human) died. In 1960 CE, US physicist Willard Libby used radiocarbon dating to accurately estimate the age of a wooden ship from Ancient Egypt. We know that Libby's date was accurate because the age of the ship was known from written records.

SOURCE 8.5 A face appears on these pieces of pottery from the Nenumbo site in the Solomon Islands, Melanesia. Together, the pieces measure about 7.6 centimetres across and are thought to be about 3000 years old.

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A distinctive Polynesian culture emerged on the Tongan and Samoan islands from c. 800 BCE and eventually spread to the rest of the Pacific. However, there was a 'long pause' of several centuries before the Polynesians settled the islands further east and north. Archaeologists and historians are not precisely sure when this took place.

An early date for the settlement of the Society Islands is c. 400–500 CE. Others have proposed a later date for the settlement of central Polynesia, perhaps from c. 600–800 CE. It has been argued that Hawaii and Easter Island, two of the extreme points of the Polynesian triangle, were settled in c. 500 CE. New Zealand, the southern point, was thought to have been colonised 500 years later. Thus, by 1000 CE, all the islands of the Pacific had been colonised.

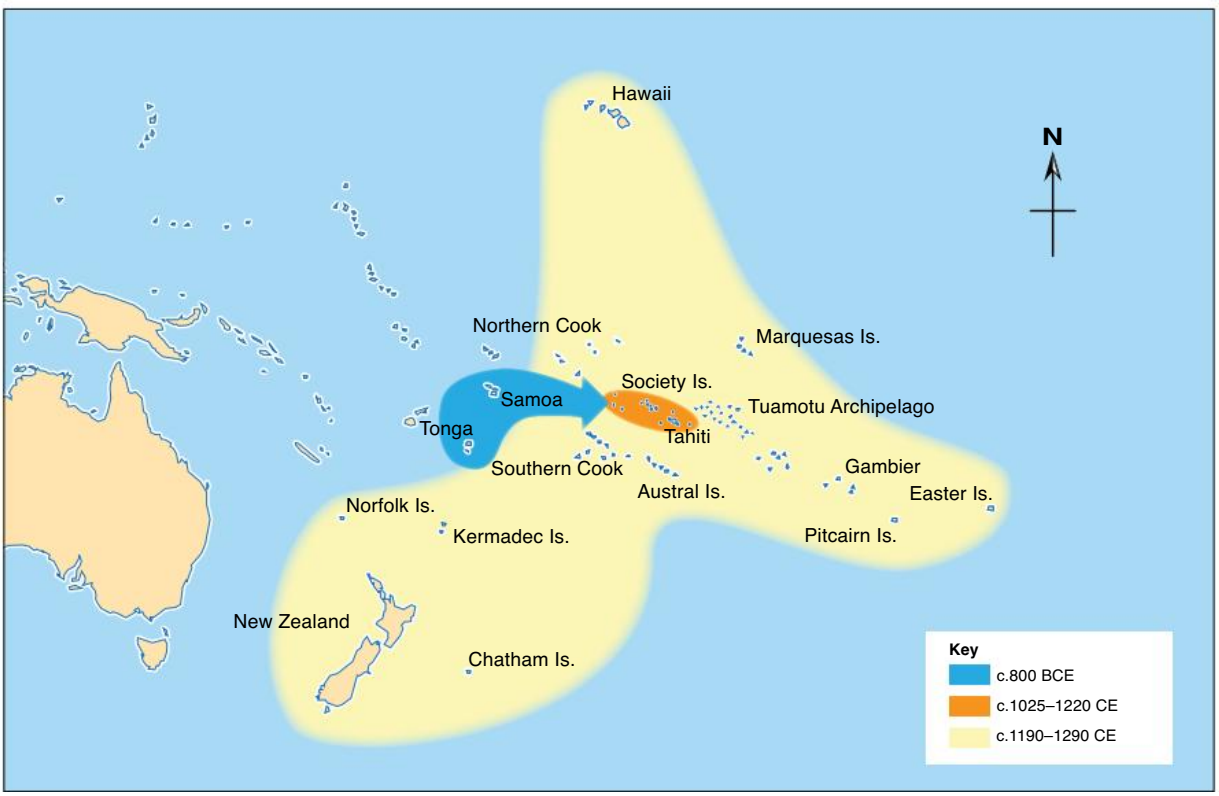
However, while the settlement dates for Tonga and Samoa are reasonably certain, the latest research (which uses the most accurate and advanced radiocarbon dating techniques) suggests that we should push the dates for the colonisation of the rest of Polynesia forward by several centuries. A research team whose members come from several universities and museums in the Pacific region argues that the Society Islands were settled between c. 1025 CE and 1220 CE. The remaining Polynesian islands, including New Zealand, Hawaii and Easter Island, were settled as late as c. 1190–1290 CE.

Go to OneStopDigital to visit the World Atlas website and follow the link for a map showing the location of New Guinea, the Bismarck Archipelago and the Solomon Islands.

Find out how these places got their names.

Polynesian expansion: accidental or intentional?

Some archaeologists did not believe that the Polynesians, lacking modern navigational equipment, could have deliberately set sail on the high seas in small canoes with the purpose of finding and settling new islands. They argue that the islands must have been discovered accidently by fishermen who had been blown off course. It is now believed, however, that Polynesian



SOURCE 8.6 A map showing the spread of Polynesian culture in the Pacific

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expansion *was* intentional. When Polynesians set out for new islands, they took tools and animals such as dogs, pigs and chickens with them. They also carried plants and seeds. These are some of the things a new society would need to survive. It is highly unlikely that fishermen would have had these items with them in their canoes on a regular fishing trip.

ACTIVITY

Check your understanding

1. How can archaeologists accurately date Lapita pottery?
2. According to the latest research, approximately when was Easter Island settled?
3. How can estimates about the years of settlement of Polynesian islands differ by so much?
4. Come up with two or three theories to explain the 'long pause' in the colonisation of the Pacific Ocean between c. 800 BCE–c. 1025 CE.

Source questions

1. Why do you think the Lapita people made clay pots like the one in source 8.5?
2. According to the map in source 8.6, when was Chatham Island settled?

Apply your knowledge

1. Go to OneStopDigital to watch a video on carbon 14. In your travel blog, create a mind map of the different types of remains that could be used in carbon-14 dating. You may want to organise them under the following headings: Human, Animal, Plant. An example of human remains would be bone. For plants, you could include seeds. What other examples can you think of?

2. Ismet has taken you to join the crew of a Polynesian boat that has just landed on an uninhabited island. Based on your observations of the crew and their belongings, write a 100–200-word entry in your travel blog about whether Polynesian expansion in the Pacific was intentional or accidental. Make sure you use an appropriate topic sentence. Find a suitable image on the internet to accompany your report.

How the Polynesians colonised the Pacific Islands

Perhaps the most incredible aspect of Polynesian expansion across the Pacific is *how* they were able to travel between the islands. The distances involved were enormous and a journey could take days or even weeks. Ocean swells and fierce storms could easily tip or destroy their sailing vessels. The Polynesians had no maps or GPS systems like we do today. How, then, did they accomplish these remarkable feats of navigation and exploration?

Transportation

The Polynesians made their long ocean voyages in **outriggers** or double-hulled canoes. The canoes were made from trees that were hollowed out so that people and supplies could be carried in them. The ends of the canoes were streamlined so that they could move easily through the water. Canoes are not very stable; they could easily tip over in the ocean. Polynesians overcame this by attaching an outrigger to their canoe. This would prevent it from rolling over in rough seas.

SOURCE 8.7 Two outrigger canoes. The larger vessel could sail across the ocean while the smaller one would be used only for fishing near the coast

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A safer mode of transport was the double-hulled raft. These boats consisted of two canoes connected by a wooden platform. A covered compartment was used for storing tools, animals and plants. The explorers could also shelter in the compartment during rough weather. Moveable square or triangular sails caught the wind and propelled the craft forward. Paddles were used mainly for steering. All the parts were held together with rope made from tree bark or coconut fibres. The largest rafts, built for sailing the oceans or raiding other islands, were up to 30 metres long and could carry up to 200 people.

It is not known how sturdy or seaworthy these boats were. They must have been sturdy enough to transport people for settlement, but explorer Jacob Roggeveen noted that the boats of the Easter Islanders were very poorly made.

SOURCE 8.8 A double-hulled raft. The largest of these vessels could carry dozens of people across the vast distances of the Pacific Ocean

Navigation

Navigating the vast expanses of the Pacific Ocean without a compass or map required considerable skill and experience. Polynesian navigators devised several methods to find the tiny islands dotted throughout the Pacific Ocean. Navigators memorised the movement of stars across the night sky, particularly as they passed over certain islands. The navigator could then sail to that island by following the correct star.

Polynesians also used waves and ocean currents to navigate. The island chains in the Pacific influence the movement of ocean currents. Polynesian navigators would have learned this as they sailed around their home island.

SOURCE 8.9 Clouds form over Bora Bora in the Society Islands

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When they were looking for new islands, navigators would recognise when a distant island chain was influencing the ocean currents. They could then locate the island by following the current and wave direction.

Clouds and birds were other good indicators. Clouds would be more likely to form over islands. In addition to this, the shallow waters around an island would cast distinctive shadows on the underside of cloud formations. Birds could typically fly out to a distance of about 150 kilometres from their home island. This meant that, if navigators saw birds flying over the ocean, they would know that an island would be no more than around 150 kilometres away in any direction. The Polynesian explorers might then have followed the birds in the hope of finding land.

Accurate navigation was vital to the survival of Polynesian societies. Therefore, navigators were highly respected. They passed down their knowledge orally to apprentices. Most of that knowledge was lost after European contact. Thankfully, some Polynesians today are trying to rediscover the lost art of navigating the vast Pacific Ocean without modern technology.

ACTIVITY

Check your understanding

1 Why are outrigger canoes and double-hulled rafts more stable than a simple canoe?

2 How did Polynesians navigate between the islands of the Pacific Ocean?

Apply your knowledge

1 Why do you think Polynesians left their homes in search of new islands? Design a concept map to demonstrate your ideas. Come up with three or more main reasons. For each of these, include two or more specific examples. For example, 'natural disaster' could be a main reason, and 'volcano eruption' could be a specific example of that main reason.

2 Why were navigators such an important part of Polynesian society?

3 Your Revista Tour Guide, Ismet, has taken you to a large outrigger canoe on the Pacific Ocean in 1100 CE, where you sail with a Polynesian navigator. In your travel blog, write about what you observe the navigator doing in his search for land.

Daily life on Easter Island

After initial human settlement around 1200 CE, Easter Island was cut off from other Polynesian societies. While the traditions and practices of Polynesia were remarkably similar, Easter Island developed a distinct culture because of its remoteness. This island is one of the most isolated inhabited places in the world. Its nearest neighbour, Pitcairn Island, is more than 2075 kilometres to the west. Chile, in South America, is 3510 kilometres to the east. After the initial wave of colonisers, it is highly probable that Easter Island remained cut off from the rest of the world until Dutch explorer Jacob Roggeveen visited the island approximately five centuries later.

SOURCE 8.10 A picture of Easter Island taken from a satellite; from one end to the other, Easter Island is only about 25 kilometres wide

Spotlight

Easter Island has more than one name. It is also known as Rapa Nui, which means 'Big Rapa' in Polynesian. This name was only given to the island in the 1860s by locals who had been kidnapped by the Peruvian government and sent to work as slaves on Rapa Iti, or 'Little Rapa', in the Austral Islands. The returned slaves noted that Easter Island looked similar to Rapa Iti, only bigger.

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Much of what we know about Easter Island comes from two sources: accounts by European explorers such as James Cook and Jacob Roggeveen, and accounts from locals written down by Christian missionaries in the 19th century. By studying the culture of the Easter Islanders, we can gain some understanding of what daily life was like for Polynesians before European contact.

Spotlight

Jacob Roggeveen was a Dutch explorer. He was the first European known to have reached Easter Island. He gave the island this name because it was Easter Sunday (5 April 1722) when he first spotted the island on the horizon. Roggeveen kept a diary of his adventures in the Pacific. They are an interesting and important source of information about Polynesian culture.

Roggeveen recorded his memorable first encounter with Easter Islanders:

> *Very many canoes came to the ships. The people showed at this time their great eagerness for all that they saw and were so bold that they took the hats and caps of the sailors from their heads and jumped with their plunder overboard, for they are extremely good swimmers …*

Clothing

The clothing worn by the people of Easter Island was determined by the climate and the locally available resources. Easter Island's climate is described as subtropical maritime. This means that the temperature is relatively warm throughout the year, though it is not as hot as tropical regions that are closer to the equator. The temperature reaches a high of 28 degrees celsius in February and a low of 18 degrees celsius in July and August. Because of this temperature range, the Easter Islanders did not need to wear a great deal of clothing. Like the people of other Pacific islands, the Easter Islanders would have worn skirts made of long grass. The grass would have been woven together and worn around the waist. Roggeveen described clothing like this in his diary entry on Easter Island.

SOURCE 8.11 Maoris of New Zealand wearing traditional Polynesian clothing; the original Easter Islanders would have dressed similar to this

ACTIVITY

Source questions

1 Look at source 8.11. List the places where the Maori at the front of the group has tattoos.

Apply your knowledge

1 In Maori culture, tattoos are called *Ta moko*. Conduct an internet search on *Ta moko* and find out what you can about the following:

- the origins of *Ta moko*
- how they were applied
- the significance of where they were placed on the body
- the significance of the different designs.

Write up your findings in your travel blog. Make sure you use subheadings and clear topic sentences to organise your information.

2 Tattoos are becoming very popular today. Make a mind map that explains some of the different reasons why people today are choosing to decorate their bodies with tattoos.

Food

Living on a small, isolated island in the middle of the Pacific Ocean meant that the diet of the Easter Islanders was limited. Surprisingly,

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Easter Islanders did not eat much fish or shellfish. Fish and shellfish tend to gather around coral reefs and lagoons, but Easter Island has neither of these geographical features. It is unlikely that the Easter Islanders paddled further out into the ocean to catch fish. Roggeveen noted that the Islanders' canoes were so badly made that they had to spend half their time bailing out water! The first settlers probably caught and consumed the numerous seabirds that nested on the island. Eventually, however, these species were hunted almost to extinction. The rarity of bird eggs spawned a dangerous competition that you will learn about later.

So if they didn't eat much seafood and the birds were mostly gone, you may wonder what the Easter Islanders actually ate. We can learn about this from the diaries of Captain Cook, in which he detailed his brief visit to Easter Island in 1774 CE.

No Nation will ever contend for the honour of the discovery of Easter Island as there is hardly an Island in this sea which affords less refreshments, and conveniences for Shipping than it does. Nature has hardly provided it with any thing fit for man to eat or drink, and as the Natives are but few and may be supposed to plant no more than sufficient for themselves, they cannot have much to spare to new comers. The produce is Potatoes, Yams, Taro or the Edoy root, Plantains and Sugar Cane, all excellent in its kind, the Potatoes are the best of the sort I ever tasted; they have also Gourds and the same sort of Cloth Plant as at the other isles but not much, Cocks and Hens like ours which are small and but few of them and these are the only domestic Animals we saw among them, nor did we see any quadrupeds, but rats which I believe they eat as I saw a man with some in his hand which he seem'd unwilling to part with. Land Birds we saw hardly any and Sea Birds but a few, these were Men of War Birds, Noddies, Egg Birds ... The sea seems as barren of fish for we could not catch any altho we try'd in several places with hook and line and it was very little we saw among the Natives. Such is the produce of Easter Island ...

SOURCE 8.12 Captain Cook's diary entry on the diet of the Easter Islanders

Yams	A large orange or yellow vegetable similar to sweet potato	
Taro or edoy	A starchy plant root; the leaves of the plant can also be consumed	
Plantain	A fruit very similar to a banana	
Gourd	A large, fleshy vegetable; the hollowed-out shell can be used as a drinking vessel	

SOURCE 8.13 Some foods Captain Cook mentions that you may not have seen before

Spotlight

Apart from the rainfall that could be collected in the craters of extinct volcanoes, there was very little fresh water on Easter Island. To compensate for this, the Easter Islanders would drink the juice they could squeeze from sugar cane. This was very sweet and tasty but it made their teeth rotten and full of cavities!

ACTIVITY

Source questions

Use source 8.12 to answer these questions.

1. According to Captain Cook, why would no European nation ever claim Easter Island for its own?
2. Make a list of all the foods mentioned by Cook in his diary.
3. Overall, what is Cook's impression of Easter Island?

Apply your knowledge

1. Do you think the diet of the Easter Islanders was a healthy one? Explain your answer.
2. Ismet takes you to Easter Island in 1250 CE to share a meal with a local family. In your travel blog, explain what you ate and who you met.

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Social structure

Ariki, tapu and *mana*

The Easter Islanders lived in clans—there were 11 or 12 clans on the island. Like most Polynesian societies, Easter Island society was arranged into a strict hierarchy so that there was a very clear distinction between those who were rich and powerful and those who were not.

The upper class of Polynesian society was called the ***ariki***. This term was applied to clan chiefs and high-ranking nobles. This status was usually hereditary; this means that is was passed on from parents to their children. Occasionally, however, skilled members of the lower classes, such as hunters, canoe-builders and navigators, would be welcomed into the *ariki* as a reward for their accomplishments.

The *ariki* also had the power of ***tapu***, or taboo. The chiefs and nobles could announce that any place, object, food, animal, person or name was *tapu*. *Tapu* can mean something is forbidden or restricted; it can also mean something is holy, revered or sacred. In this sense, *tapu* could be a great disgrace or a great honour. Sometimes, an object, place or person was declared *tapu* for everyone in the community. Alternatively, something might be *tapu* for only certain groups or individuals. For example, a sacred site on a Polynesian island might be *tapu* for ordinary people. Therefore, only the *ariki* could visit such a place. Alternatively, the houses, possessions and even the food of the *ariki* could be declared *tapu* for ordinary people. *Tapu* could be permanent or it might only apply for a certain

SOURCE 8.14 A chief from Tahiti; his elaborate and colourful clothing marks him out as an important member of his society

SOURCE 8.15 This traditional Samoan headdress was worn by the daughter of the chief when she led visitors to see her father. This headdress marked her out as *tapu*. No-one was allowed to touch her without the chief's permission, and only after he had lifted the *tapu*!

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amount of time. Anyone caught breaking the rules of *tapu* would be severely punished. They might have their possessions taken away, be forced into exile or even killed.

The *ariki* drew their power of being able to declare something *tapu* from their exclusive control of *mana*. This was a life force that permeated all living things and helped people perform great deeds. By claiming to control *mana*, the *ariki* could control all the other people in their society.

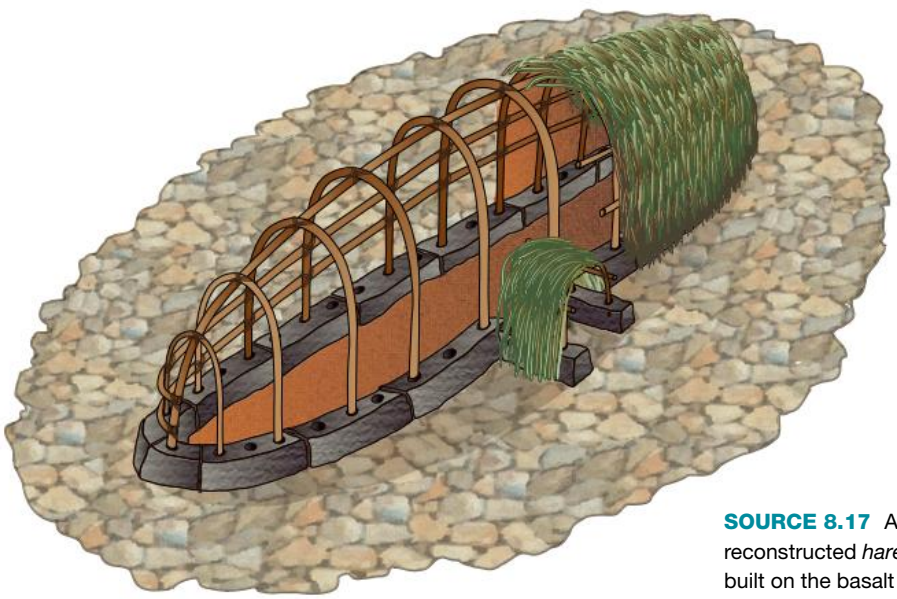
Houses

The easiest way to determine someone's status on Easter Island was to look at their house. There were two types of houses on Easter Island. The *ariki* lived in houses called *hare paenga*. These were in the shape of a long, narrow, upside-down canoe. They were usually about 12 metres long and 3 metres wide. The biggest *hare paenga* ever found was nearly 100 metres long.

The ends of a *hare paenga* were streamlined just like a real canoe. The walls and the roof were made from layers of thatch. The base, however, was outlined neatly with basalt rocks. This provided a strong foundation for the dwelling. In front of the house was a stone-paved terrace. *Hare paenga* were built within 200 metres of the coast and were clustered together in groups of 6 to 10. They were also built near the platforms that supported the famous Easter Island statues.

The ordinary people of Easter Island did not live in elaborate houses; their houses were much smaller than those of the *ariki*. They would have had the same wooden frame and thatch covering, but not the basalt foundation stones. Each had its own oven, a circular stone garden for growing crops and a garbage pit.

SOURCE 8.16 The foundation stones of a *hare paenga* on Easter Island; the small opening leads to the stone-paved terrace in front of the house



SOURCE 8.17 An artist's conception of a partially reconstructed *hare paenga*. A wooden frame was built on the basalt foundation. Thatch was then placed over the wooden frame.

Spotlight

The Dutch explorer, Jacob Roggeveen, was invited into a chief's *hare paenga* during his brief visit to Easter Island. Roggeveen recorded in his diary that the door was so small that he had to crawl on all fours to get in!

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Next to each house of the ordinary people was a *hare moa*, or chicken house. These small stone structures were rectangular in shape and had a small opening so the chickens could move in and out. These structures were *tapu* for *ariki*, possibly because they were considered to be unclean or unhygienic. The ordinary people of Easter Island, therefore, had to build their houses inland, far from the coast and the *hare paenga*. This way, the *ariki* would not be at risk of breaking the *tapu*.

Earlobes and tattoos

Earlobes and tattoos might sound like strange topics to bring up when talking about social structure. However, in many societies throughout history, adorning or altering parts of the body has been (and still is) a way of showing a person's status. During his visit to Easter Island, Roggeveen noticed that some of the inhabitants had extremely elongated earlobes. Their earlobes also had large holes poked through them. Sometimes pieces of sugar cane were used to stretch the holes even further.

Roggeveen wrote that some of the Easter Islanders he saw had adorned the holes in their earlobes with flat seashells, shark teeth or plugs made from wood or bone. If the long earlobes got in the way, Roggeveen noted that the Easter Islanders removed the adornment and pulled the lobe over the top of their ear so that their ear itself stuck through their hole. He also recorded that some of the Easter Islanders had decorated their skin with tattoos.

Roggeveen believed that the people who adorned their earlobes were of a high social status, and it seems likely that this is true, as Roggeveen visited the coastal areas of the island where the *ariki* lived. But if the Dutch explorer never ventured inland, how did he know that some people on Easter Island had lighter skin than the others, when the ordinary people did not live near the coast? We can only conclude that he must have also seen some of the ordinary people in order to make such a comparison.

ACTIVITY

Check your understanding

1. How could a member of the lower class join the *ariki* in Polynesian society?
2. How were the houses of the *ariki* different from the houses of ordinary Easter Islanders?
3. Why were some of the structures of lower class houses declared *tapu*?
4. What did the *ariki* use to adorn their ears?

Apply your knowledge

1. Why do you think the chief would label his daughter *tapu*?
2. Why do you think the *ariki* on Easter Island built their houses in the shape of a canoe?
3. What do you think the Polynesian word *hare* means?
4. Create a mind map to show the different ways that contemporary Australians display their wealth and status in society. Include appropriate images.
5. Ismet takes you to meet Jacob Roggeveen on Easter Island in April 1722 CE. In your travel blog, write a paragraph of 100 words about your first impression of Easter Island. Make sure you mention your observations of the differences between the *ariki* and the ordinary people.

SOURCE 8.18 An artist's impression of the elongated earlobes of Easter Islanders

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6 Ismet then takes you to the coast of Easter Island in 1300 CE. You visit a *hare paenga* and have a look inside, then you walk inland and observe the houses of the ordinary people. In your travel blog, explain the differences you noticed between the two types of houses.

7 Do the following in small groups.

- **a** Discuss why the *hare moa* were *tapu* for the *ariki*.
- **b** Hold a debate about whether you think it was right for the *ariki* to have the power of *tapu* in Polynesian society.

Cultural achievements of the Easter Islanders

The people who settled Easter Island brought their Polynesian customs and traditions with them. The subsequent isolation, however, meant that Easter Island developed a culture that was unique. The cultural practices and achievements of the Easter Islanders have attracted a great deal of attention from both archaeologists and tourists. In particular, the famous stone statues on the island continue to fascinate and generate debate about their origin and purpose.

The Birdman contest was another cultural practice that aroused awe in the European explorers and missionaries who were lucky enough to witness it.

Foundation myths

Without the benefit of a scientific understanding of the world and how it came into being, pre-modern societies devised stories called **foundation myths**. These stories explain how the world, natural phenomena, people and certain social customs came into being. Myths play a very important role in a society. They provide an explanation for mysterious or frightening natural phenomena such as earthquakes and volcanoes. They also provide people with a shared story that can help forge a strong group identity and give people a deep sense of belonging.

SOURCE 8.19 Anakena Beach as it appears today. This is one of only two sandy beaches on Easter Island.

In the 1860s CE, Christian missionaries recorded the foundation myth of the Easter Islanders. Native Easter Islanders believed that the leader of the first expedition to settle their island was a chief named Hotu Matu'a ('the great parent'). He is also called *ariki mau*, or 'the great chief'. According to the Easter Islanders, Hotu Matu'a sailed to Easter Island from a place called *Hiva*, a mythical island, in one or two large canoes with his wife, six sons and extended family. They landed on Anakena Beach on the north-eastern side of the island. Each son was given a portion of the island for himself and his family. Their descendants became the hereditary tribal chiefs of the different clans of Easter Island.

The Rongorongo writing script

Writing systems have emerged independently (that is, without external influence from other cultures) only five or six times in the entire span of human history. Incredibly, it is likely that a simple writing system developed on Easter Island. It is called the Rongorongo script and is the only known system of writing to have emerged independently in Polynesia.

The existence of the script was first recorded by a French priest named Eugène Eyraud in 1864 CE. He noted in his diary that pieces of wood inscribed

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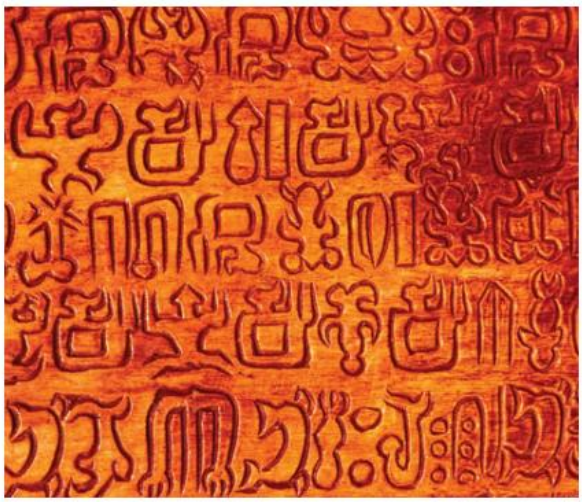
with small symbols could be found inside every house. There were possibly hundreds of these pieces of wood. Four years later, however, another French priest named Hippolyte Roussel could find only two dozen. No-one knows what happened to the rest.

The symbols of the Rongorongo script are the outlines of humans, animals, plants and geometric forms. The local inhabitants of Easter Island in 1864 CE could not understand the text, however. Perhaps at some stage, many years earlier, the last Easter Islander who could read the language died before they could pass on their knowledge. Some anthropologists think that Rongorongo records the names of chiefs or revered ancestors. Another explanation is that the symbols are chants to be recited during special ceremonies. These, however, are just theories.

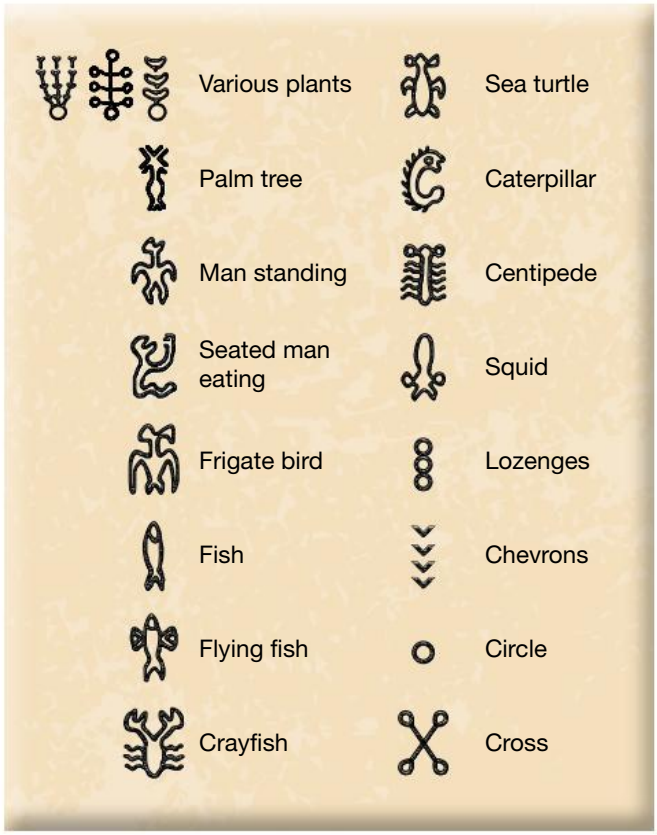
Go to OneStopDigital to listen to children and adults chanting a traditional Rapa Nui song.



SOURCE 8.20 A piece of wood bearing the Rongorongo script

Spotlight

Writing systems also emerged independently in Mesopotamia (modern-day Iraq) and Mesoamerica (modern-day Mexico). They may also have developed independently in Ancient China, Egypt and the Indus civilisation of India.



SOURCE 8.21 Some of the symbols, or glyphs, that make up the Rongorongo writing system and some suggested meanings

The Birdman contest

Something else that stunned European visitors to Easter Island in the 19th century was the Birdman contest. This contest probably started in c.1500 CE. Every year, each chief on the island selected one able young man from his clan. The contestants, called ***hopu***, climbed down the 250–300 metre cliffs that form the lip of the crater of Ranu Kau, an extinct volcano. From the base of the cliff, the *hopu* swam to the islet of Motu Nui to collect the first egg of the season laid by the *manu tara*, or sooty tern (a type of seabird). This is a distance of about 1.5 kilometres and the waters can be quite rough. Seabird eggs were precious to Easter Islanders. As we learned earlier, the first settlers of Easter Island hunted the various species of seabird almost to extinction. Those birds that survived made their nests in the caves formed by water erosion on three islets off the south-west point of Easter Island.

The *hopu* would then have to swim back to the cliffs of Ranu Kau and climb to the top.

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As you can imagine, this was extremely dangerous. Many *hopu* died trying to climb up and down the cliffs. Some drowned in the ocean while others were eaten by sharks. The winner was the *hopu* who climbed back up to the top of the Rano Kau cliffs first with the egg intact.

The successful *hopu* made his way to Orongo, a sacred village consisting of 53 stone houses. There are many **petroglyphs** at this site. A petroglyph is a sign or symbol that has been carved directly into stone. Most of the petroglyphs depict the god Make-Make. Easter Islanders believed that Make-Make created the world. Today, Orongo is protected as a World Heritage site.

Go to OneStopDigital to watch a documentary, narrated by David Attenborough, on the origins and meaning of the Birdman contest.

The *hopu* gave the egg to his clan chief, who was then declared ***Tangata-Manu***, or Birdman. The new *Tangata-Manu* received many rewards. He was declared *tapu* for the rest of the year and he lived in total seclusion in one of the stone houses at Orongo. The Easter Islanders saw this as a great honour. The *Tangata-Manu* grew his hair long and did not cut his nails. He was also entitled to gifts of food and other forms of tribute. He did not even have to feed himself; servants who were exempt from the *tapu* did that for him. Most importantly, the *Tangata-Manu*'s clan was the only one allowed to harvest the sooty terns' eggs from Motu Nui for the rest of the season. Several petroglyphs at Orongo depict some of the different *Tangata-Manu*.

The Birdman contest was suppressed by Christian missionaries in the 1860s.

SOURCE 8.22 One of the petroglyphs at Orongo; this one depicts a *Tangata-Manu*

SOURCE 8.23 The view of Motu Nui from the Rano Kau cliffs. Motu Nui is the large islet in the distance

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ACTIVITY

Check your understanding

1 According to mythology, who discovered Easter Island?
2 Explain the significance of the Rongorongo script.
3 How far did the *hopu* have to swim in the Birdman contest? (Think carefully about your answer!)
4 Where would the *Tangata-Manu* go after his *hopu* won the race?
5 What rewards did the *Tangata-Manu* receive?

Source question

1 Why was the Birdman contest so dangerous? Refer to source 8.23 in your response.

Apply your knowledge

1 Why do you think Christian missionaries banned the Birdman contest?
2 You have been asked to deliver a brief talk to a group of elite athletes about peak performance. As a History student, you decide that you will explain to the athletes some of the similarities and differences between modern competitions and the Birdman contest. Write out your speech in no more than 300 words.
3
What a great view! Ismet has taken you to the very top of the cliffs at Ranu Kau in 1507 CE or 1607 CE. You can see the start of the annual Birdman contest. Each clan on the island has chosen their *hopu*. The *hopu* are stretching their limbs and trying to look calm but there is fear in their eyes. You can join them (if you feel up to it) and try to get the first sooty tern egg. If not, you can wait at Orongo for the *hopu* to return. If you can manage it, ask the winning *hopu* a few questions about how he won the race. Record your experience in your travel blog.
4 Do you think it is fair that the clan chief is declared *Tangata-Manu* instead of the *hopu* himself? Discuss this with the rest of your class.

The statues of Easter Island

When most people think of Easter Island, they immediately think of the eerie statues that dot the coastline. The solemn faces carved into the dark, forbidding stone seem to be waiting passively but impatiently for us to solve their riddle.

The original name for the statues is ***moai*** (pronounced mow-eye). It is estimated that the local inhabitants of Easter Island had built more than 1000 *moai* by the time Roggeveen visited in 1722 CE. Today, there are only 833 left. Of those, only 50 are still standing. Many of the rest are in various stages of construction in a quarry at Rano Raraku, a large crater in the eastern part of Easter Island that was formed by a now-extinct volcano. The average height of the *moai* is 13 feet (about 4 metres)—a bit taller than a basketball ring. The average weight is about 10 tonnes. The tallest *moai* ever successfully erected, called Paro, is 32 feet tall (about 10.4 metres) and weighs about 75 tonnes. A slightly shorter but much bulkier *moai* at the coastal village of Ahu Tongariki weighs 87 tonnes. Almost all of the *moai* are male and probably represent ancestral chiefs or important nobles. Given that they have long fingernails, they may also represent *Tangata-Manu*. Some *moai* are buried up to their chest or chin in soil. This was not deliberate; it is the effect of erosion over the centuries since they were built.

Most of the *moai* were carved from a material called tuff. This is a kind of easily worked stone formed from compressed volcanic ash that was readily available at Rano Raraku. When statues were completed, they were rubbed smooth with pumice. A small number of statues were carved from other types of rock such as basalt and trachyte.

Spotlight

In 1972 CE, a writer named Erich von Daniken wrote a book called *Return to the Stars*. He proposed that the Easter Island statues were built by aliens who became stranded on the island when their spaceship broke down. He believed that the aliens built the statues either as a friendly reminder of their stay, or as a beacon to attract the attention of other spaceships. Daniken's earlier and more famous book, *Chariots of the Gods?* (1968), outlined his theory that aliens were responsible for building most of the monuments of the Ancient World, including the Egyptian pyramids. Not surprisingly, he was unable to find any evidence to support his arguments.

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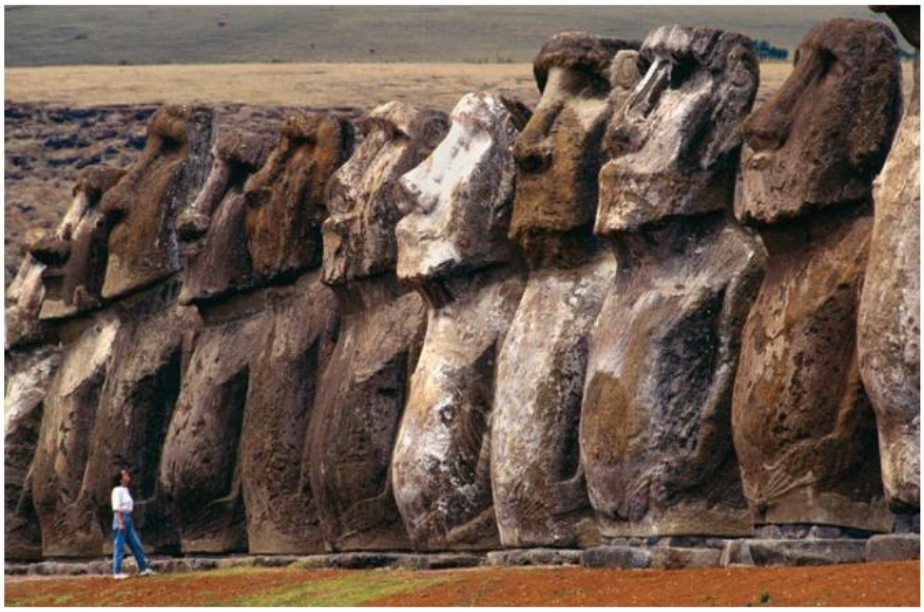

See OneStopDigital for a short video of the *moai* in their current setting.

SOURCE 8.24 The tourist at the bottom left of this photograph gives a good indication of the size of the *moai*

Decorations on the *moai*

Perhaps the most striking aspect of the *moai* is the cold stare from the hollowed-out eyes under their heavy eyebrow ridges. In 1979 CE, a team of archaeologists argued that there was a purpose to the empty eye-sockets: they might have been designed to hold eyes made out of coral with obsidian or scoria pupils. These two substances are also types of volcanic rock. Obsidian is black and glassy while scoria is reddish-brown.

SOURCE 8.25 A restored *moai* with its red *pukao* and coral eyes

Spotlight

No-one knows exactly when the *moai* were built. The best guess is that construction began soon after the island was settled in the 13th century and stopped sometime around 1600 CE.

Some of the statues wear red ***pukao***, or topknots, on their heads. These were carved from scoria that was quarried at Puna Pau, a volcanic crater in the south-west corner of the island. The *pukao* are cylindrical in shape and can be up to eight feet high (about 2.4 metres). It would have been extremely difficult to place a *pukao* on top of a standing *moai*. They were probably slotted on the top of the *moai* before the whole statue was hoisted into position. Archaeologists have located about 100 *pukao* on the island. Some sit on top of the *moai* while others lie in pieces at the feet of the statues. Others are still in the crater of Puna Pau.

The *ahu*

The finished *moai* were transported to platforms all over the island. The platforms are called **ahu** and each one holds between one and 15 *moai*.

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SOURCE 8.26 A group of 15 *moai* standing on their *ahu* at the coastal village of Ahu Tongariki. Paro, the tallest statue, is fifth from the right

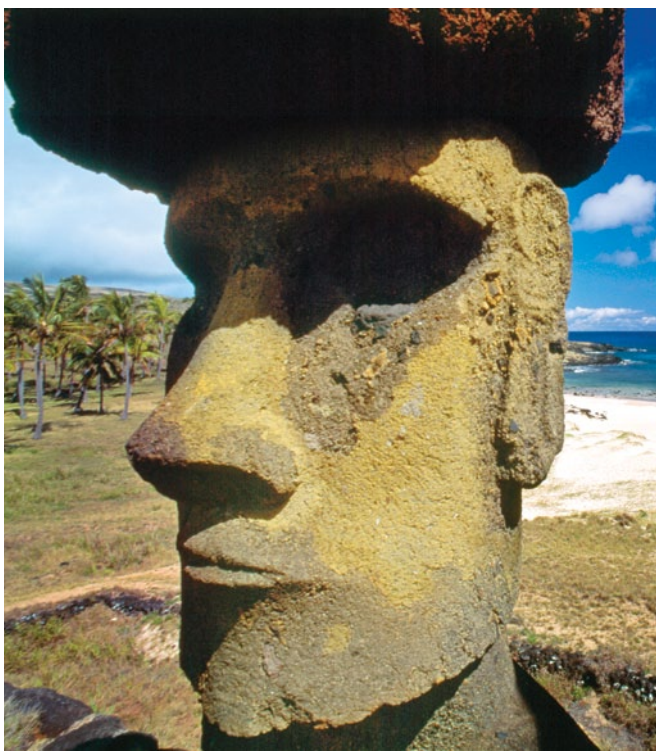
The *ahu*, though less spectacular than the *moai*, are no less impressive. Almost all the *ahu* are situated near the coast. Of the 300 *ahu* on the island, 113 hold *moai*. The *ahu* are made of rubble held in place by four stone retaining walls of gray basalt.

Why were the *moai* built?

European explorers were amazed by the *moai* and tried to determine their purpose. Jacob Roggeveen witnessed the Easter Islanders burning fires at the base of the *moai* and sitting down in what he assumed was prayer. Captain Cook believed that the *moai* did not represent gods or places of worship; rather, he thought that they marked the burial places for tribes or families.

It is difficult to know exactly why the *moai* were built as there are no written records that were produced when they were made. The only source we have is the oral tradition of the local inhabitants recorded by Europeans in the 19th century. The problem with this source is that none of the locals who related their stories were alive when the *moai* were built. There is also no way of checking their oral accounts against other forms of evidence. The stories may have become distorted over the years; myth may have become fused with fact until it was impossible to tell the difference between the two.

Nevertheless, the oral tradition recorded by Christian missionaries suggests that the *moai* represented ancestral chiefs or high-ranking nobles. That the statues represent important members of Easter Island society is supported by the fact that the statues have elongated earlobes similar to those Jacob Roggeveen observed on the *ariki*.



SOURCE 8.27 A *moai* displaying the elongated earlobes favoured by Easter Island *ariki*

It is also possible that the *moai* were erected as part of a rivalry that developed on the island. There were 11 or 12 separate clans on Easter Island,

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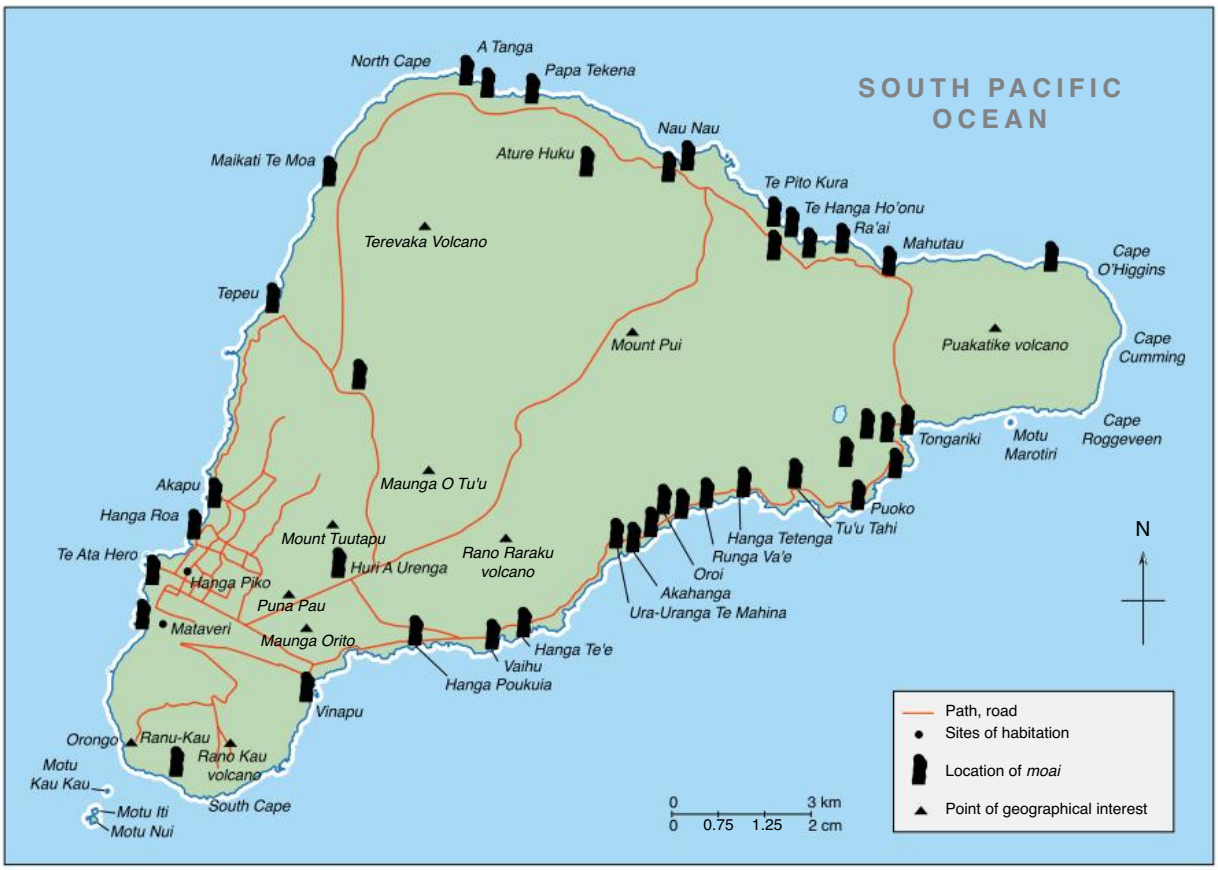

SOURCE 8.28 A map of Easter Island showing where the *moai* and other significant sites are located

Spotlight

The largest *moai* was never completed. It is still in the quarry at Rano Raraku and is estimated to be 70 feet long (about 21 metres) and weigh more than 270 tonnes!

each with their own territory. The chiefs and *ariki* of each clan competed for prestige. Building and erecting large *moai* was one way that the chiefs could demonstrate their power to other clans and their own people.

How were the *moai* constructed, transported and erected?

There are many theories about how the *moai* were constructed and moved into position. Roggeveen thought that the *moai* were made of clay or clumps of earth covered in a thin layer of rock; hence, they would have been relatively easy to move. But the *moai* are solid stone. So how did the Easter Islanders, lacking our modern technology, build and move such heavy objects? By combining archaeological evidence with the oral accounts of the locals written down by Europeans in the mid-1800s CE, we can make a reasonable guess about how these fascinating and mysterious statues were built.

The method of carving, transporting and erecting a *moai* described in source 8.29 is based on archaeological evidence, oral traditions and experimentation. Dozens of *moai* lie in various states of completion at Rano Raraku. Abandoned basalt picks and axes can also be found here. In 1998 CE, with a team of about 60 people, an archaeologist named Jo Anne Van Tillburg was eventually able to drag an average-sized 12-tonne statue mounted on a wooden sled almost 15 kilometres. In another experiment, Easter Islanders demonstrated how to erect a statue using the method described in the table; that is, by lifting the statue up a couple of feet, piling rocks under it then letting the statue rest.

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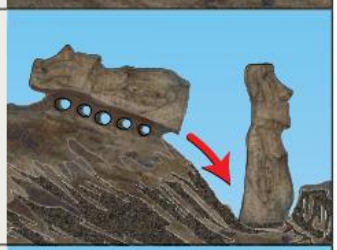
Step 1

The *moai* were carved directly out of the volcanic rock at Rano Raraku using basalt tools. The front and sides were carved first. A 'spine' of rock held the *moai* in place. It is estimated that it took 30 men one year to carve a single *moai*.

Step 2

Workers reduced the stone 'spine' until the *moai* slid down into a man-made ditch. The back was completed and the entire statue was smoothed over with pumice.

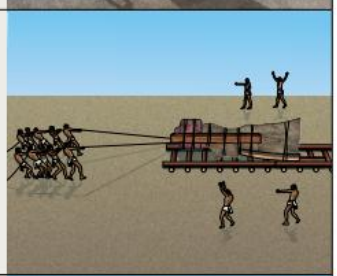


Step 3

A wooden sled was tied to the upright *moai*, which was then lowered to the ground using strong rope made from tree bark.

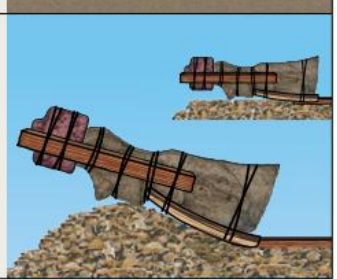
Step 4

The *moai* was then dragged to an *ahu*, which could be as far as 15 kilometres away. This task might have taken 90 men two months to complete. The *pukao*, or topknot, was probably added at this time.



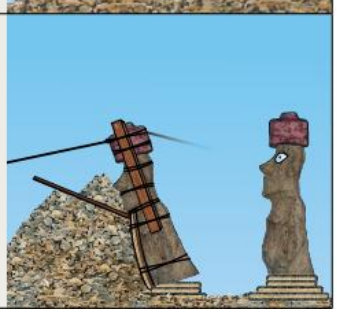
Step 5

At the *ahu*, a mound of rocks was gradually built up under the *moai* so that, eventually, it stood upright. Ropes were used to haul the *moai* up and to ensure that it did not topple backwards.



Step 6

Once the *moai* was in place on its *ahu*, the mound of rocks was removed and the wooden beams taken away. The raising stage is estimated to have taken 90 men about three months. The coral eyes would have been inserted at this point.



SOURCE 8.29 **The complicated and lengthy process of constructing, transporting and erecting a *moai***

Go to OneStopDigital to read about the theories of experts and other school students of Easter Island.

Talk to your teacher about submitting your own theory to the website on how the Easter Islanders moved the mighty *moai*!

Check the website regularly to see if others respond to your ideas. Alternatively, in small groups act out the method that you think the Easter Islanders used to build and transport the *moai*. One person in your group might want to take the role of the narrator so that the rest of the class can follow the action.

ACTIVITY

Check your understanding

1 Describe the difference in appearance between the *moai* with eyes and those without. Do the eyes create a different mood? Explain your answer.

2 How long did it take to build and erect one *moai*?

3 Assuming that each person only worked on one stage of the process, how many workers were needed to build and erect a *moai*?

Source questions

Use source 8.28 to answer these questions.

1 a Describe the general distribution of *moai* on Easter Island.

b Why do you think the *moai* were distributed to these parts of the island?

2 a Using the scale on the map, calculate the distance from the quarry at Rano Raraku to the most distant *moai*.

b If it took about two months to move a *moai* to this point, how many metres was the statue moved in one day?

Apply your knowledge

1 Go to OneStopDigital to read about the other proposed methods of moving the *moai*. Write a brief report in your travel blog explaining your thoughts on which theory is the most plausible and which is the most interesting. Locate and add appropriate images of *moai* to your report. Annotate one of these images by labelling the prominent aspects of the *moai*.

2 Evaluate the techniques used by the Easter Islanders to construct their *moai*. What are the positives and negatives? Create a wikispace for your class and moderate the discussion.

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3 Ismet takes you to help a group of men making a *moai* on Easter Island in 1475 CE. As the process takes so long, you join them for one day at each of the stages of construction. In your travel blog, write an entry for each day you spend with the men, explaining what you saw and did, and answering the following questions.
   - What techniques did you use to move and stand the *moai*?
   - What challenges did you face?
   - Were you eventually able to erect the *moai* on the *ahu*? How did you feel at that moment?
   - What did the men tell you about their reasons for building the *moai*?

4 As a class create a plaster *moai* and film in groups the different methods which may have been used to move them.

SOURCE 8.30 Easter Island today: the landscape never recovered from deforestation and soil erosion

The collapse of Easter Island society

The reasons for the collapse of Easter Island society are still largely a mystery. There are a few causes, however, that historians are reasonably certain about.

Easter Islanders and their environment

In 1722 CE, Jacob Roggeveen recorded in his diary that Easter Island was 'devoid of trees'. More than 50 years later, Captain Cook noted that there were only 600 or 700 people living on the island, and that only a few of them were women. There is something very strange about this. Building, transporting and erecting hundreds of *moai* required lots of trees and lots of people, so at some point Easter Island must have had many trees and the population must have been much greater.

Deforestation and over-population

Before humans settled there, Easter Island would have been almost totally covered in a type of tree called the giant palm. As the name suggests, this is a very tall tree; fully grown they can stand at between 50 and 100 feet tall (approximately 15–30 metres). The trunks are thick and the wood can be used to make many things such as houses and canoes. On Easter Island, the giant palms were also used for transporting and erecting the *moai*. Additionally, the trees would have been cleared so that the land could be used for farming crops such as taro, yams and plantains.

The clearing process would have been intensified by the construction of *moai*. Not only were trees needed to make sleds and rope, but the workers needed to be fed. As they hauled the statues to the *ahu*, each worker would have burned up an enormous amount of energy. They needed to eat a great deal to keep up their strength. Therefore, more land had to be cleared for farming.

As the Islanders cleared more land and produced more food, inevitably the population started to grow. More people meant more land-clearing for farms, which in turn led to an even higher population. A vicious cycle had set in. No-one knows exactly how many people lived on Easter Island, but several archaeologists propose that it reached a peak of about 15 000 in the 16th century. This put enormous pressure on the resources of the island to the point that, sometime between 1400 CE and 1600 CE, the last giant palm on Easter Island was chopped down.

Deforestation led to a crisis for Easter Island that almost totally destroyed the society. The lack of timber meant that the building of *moai* and *ahu* came to an end. More significant was

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the impact of soil erosion. The root systems of the giant palms held the soil together and, when the trees were removed, the fertile soil simply blew away in the strong Pacific winds. This meant that every year, as more trees were felled, farmers grew less food. Eventually there was not enough food left to feed everyone on the island. The result was starvation.

SOURCE 8.31
A moai karakara found on Easter Island; it was carved by local inhabitants in the 19th century

ACTIVITY

Source questions

Use source 8.31 to answer these questions.

1. Is this a primary or secondary source? Explain your answer.
2. Describe this artefact in detail.
3. Why do you think this artefact was made?
4. Wood was extremely scarce on Easter Island when this was made. Aside from palms, what other sources of wood might have been available to the Islanders?
5. How useful is this object in helping us understand what daily life was like on Easter Island?
6. How useful is this artefact in helping us understand why the society of Easter Island went into decline?

Apply your knowledge

1. 'When the last tree is felled…' Ismet takes you to Easter Island to show you the moment when the last giant palm tree was being chopped down. In your travel blog, write down your thoughts and feelings about this moment and make a prediction about the future of Easter Island society.
2. Ismet then takes you to stand right in the middle of Easter Island in the year 1600 CE. You look out towards the sea and turn in a slow circle.
   a. In your travel blog, explain what you see and offer a theory about how the landscape got to this stage. Search the internet for an image of Easter Island from the present day and include it in your blog. Write a brief caption explaining what the image you selected tells us about the long-term impacts of deforestation on Easter Island.
   b. Ask some of the inhabitants why they simply don't build canoes and sail away to another island. Do they think this is a realistic solution to the problem? Record what they tell you in your travel blog. Find an image of a Polynesian canoe on the internet and add this to your travel blog. Label the different parts of the canoe and write a brief explanation of the function of each part.
   c. Discuss the Easter Islanders' options with your classmates. Try to come up with other possible solutions for Easter Island's dilemma.

Civil war

The *ariki* of Easter Island might have justified their privileged status by claiming to have a close connection with the gods and promising to deliver bountiful harvests. As crops failed and famine set in, the ordinary people would have challenged their leaders and started to rise up against them. This possibly started in the 1680s CE. If the *moai* represented the ancestors of the *ariki*, they may have been pushed over by the ordinary people and smashed. The *moai* also may have been knocked

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over as each clan tried to destroy each other's link with their sacred ancestors, or simply to destroy the prestige represented by the *moai*.

The tragedy of outside contact

Captain Cook recorded a low point in the population of Easter Island in 1774 CE: fewer than 1000 people. The population slowly started to recover after Cook's visit but, sadly for the islanders, this was not to last.

In the early 1860s CE, the government of Peru took between 1000 and 2000 men and women from Easter Island (about half of the population by that time) to other islands in the Pacific to work as slaves. In 1865 CE, the 15 survivors were returned to the island. They carried smallpox with them, and this practically wiped out the island's remaining population. Smallpox is a highly contagious disease that causes terrible blisters all over the body. The Easter Islanders' immune systems, not having had contact with the disease before, could not fight back. By 1872 CE, there were only 111 Islanders left.

After the tragedy of smallpox, gradually the population started to recover again. Today there are approximately 5000 people on Easter Island, 60 per cent of whom are the descendants of native Easter Islanders. They call themselves 'Rapanui'.

Today the economy of the island relies principally on tourism. More than 50 000 people visit Easter Island every year, mainly to see the mysterious *moai* for themselves.

ACTIVITY

Check your understanding

1 What important information about the decline of Easter Island society did Roggeveen and Cook record?

2 Why did the Easter Islanders attack each others' *moai*?

3 a What disease nearly wiped out the population of Easter Island in the 19th century?

b Why did this disease have such a devastating impact?

Apply your knowledge

1 Explain how the construction of the *moai* and *ahu* contributed to the collapse of Easter Island society.

2 Ismet tells you that the last few *moai* would have been constructed and erected even as people were starving. Why do societies sometimes continue practices and behaviours that are obviously harmful and destructive? Add your thoughts to your travel blog.

3 Construct a flow chart that shows how various factors over time contributed to the collapse of Easter Island society.

Legacies of Easter Island

Unlike the ancient civilisations of Egypt, Greece and Rome, Easter Island has had no direct impact on the Modern World. However, this isolated place has left behind a powerful lesson for the rest of humanity.

There were three factors involved in Easter Island's almost total self-destruction: over-population, deforestation (which led to soil erosion), and an obsession with building monuments. Contact with European diseases and slavery only exacerbated an already terrible situation.

Many scientists believe that, just like Easter Island, the Earth is becoming over-populated and that we are using up our resources more quickly than they can be replaced. The way in which we exploit our resources may also be contributing to changes in our environment that could have drastic consequences for the entire globe. Studying the culture and history of Easter Island can help us understand that we must live in harmony with our environment. We must use the resources we have in an intelligent way to ensure that everyone can live well both now and in the future.

Spotlight

Almost all of the *moai* were toppled in the civil wars. The 50 or so that are standing today have been re-erected by teams of archaeologists. Some had been badly damaged and needed to be substantially reconstructed. In 1994, the *moai* and *ahu* were included on the UNESCO list of World Heritage sites. Consequently, they are protected under the 1972 United Nations Convention that aims to preserve significant cultural sites and objects.

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History challenges

Sequencing historical events and periods

Watch 'The End of Easter Island' video at OneStopDigital. In this chapter you also read about some of the different techniques possibly used to transport and stand the *moai* of Easter Island. Create a cartoon strip showing the different steps in this process. You could use Toondoo to produce the cartoon. Alternatively, draw the images yourself either by hand or using the drawing software on your computer.

Create an annotated bibliography

When historians conduct research, they must know how to find good resources. The next step is to evaluate those resources to determine whether they are accurate, reliable and useful.

1. Locate three sources that have information on Easter Island. At least one of your sources must be a website and at least one of your sources must be a book.
2. Write a brief review on the usefulness of each source for your classmates. Include comments on what topics are covered, whether the information is appropriate and relevant for Year 8 students and whether the information is reliable. You can check this by comparing the information to that found in other sources.
3. Make sure you complete a full bibliography for each source so that other students can locate and use them.

Design your own canoe

Because of the rapidly expanding population on a Polynesian island, the chief has decided to send an expedition across the ocean to find new places to settle. As the head canoe-builder, it is your job to come up with a design for a canoe that will safely carry about 100 people on a voyage of discovery across the Pacific. If you do this successfully, the chief may permit you to join the *ariki*.

1. Produce a design of your seaworthy canoe. You could draw this by hand or use the drawing software on your computer. Label the different features of your vessel and add appropriate 'Polynesian' decorations.
2. If you have the time and the resources, build a small-scale model of a canoe or raft that really floats. You might want to use a sturdy but lightweight wood such as balsa, just like Thor Heyerdahl used for the *Kon-Tiki*.

The tourist trade

The business community of Easter Island has asked you to design a travel brochure to increase tourism. Use a publisher or word processer program to design your brochure. Alternatively, you could do this by hand on coloured paper. Be sure to include information on how to get to Easter Island, where to stay, and what to do. Don't forget to mention the *moai*!

Game on!

1. Go to OneStopDigital and click on the 'Move the *moai* game' link.
2. See how long it takes you to transport and erect your own *moai*.
3. When you have finished playing, write a brief review of the game for the other students in your class. Be sure to include references to the historical accuracy of the game.

Write an essay

Write an essay on one of the following topics.

1. How and why did Polynesians make their incredible journeys across the Pacific Ocean? (300 words)
2. What were the causes of population decline on Easter Island? (300 words)

Use the History Skills in Chapter 1 on page 26 to help you write your essay.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Section 3

Expanding contacts »

A boat sailing on the Euphrates River; image from *The Maqamat Al-Hariri* (1237), a famous Arabic storybook from the Medieval Period. Arabic scholars were at the forefront of medieval geography and mapmaking, thanks to developments in Arabic astronomy and mathematics, and increased travel due to trade and pilgrimages.

KEY TERMS

landforms	natural features of the Earth's surface, such as valleys, mountains and canyons
geocentric	a model of the universe that has the Earth at its centre, first proposed by the Ancient Greeks in 600 BCE and refined by Ptolemy in 200 CE
colonies	regions that are controlled by a distant country

Hitomi the museum curator will be your guide throughout this overview tour of expanding contacts.

A voyage across the oceans: the purpose of medieval maps

Religious beliefs: the Psalter Map (1265 CE)

In this overview of Expanding contacts, I will explore medieval maps with you. We will be sailing in a virtual world—that is, the world according to the map! Each of these maps is a window to the medieval mind—they tell us what medieval people knew about the Earth.

Put on your Revista Tour Glasses and then close your eyes as I set the new time period and location. You will feel a cold, salty wind stinging your face. You will also feel as if you are moving up … and down … and up … and down …

Now, open your eyes. We are on a ship, out in the middle of the ocean! Right now we are sailing on the Psalter Map. Quick, hold onto that rail! The ship is rocking from side to side, being tossed about on the sickly, pale green waves … oh dear, I HOPE YOU DON'T GET SEASICK! Sorry to shout—it's just that the noise of the waves is so loud!

We're pretty safe on this map. Since most Europeans knew that the Earth was round, we're in no danger of falling off the edge of the map! I think we should keep away from those monsters, though—they look a bit scary.

The idea that the Earth was round had been slowly gaining acceptance since the 6th century BCE. By the Medieval Period, the concept of a spherical Earth was commonplace among Arabs, Indians and Europeans.

The Psalter Map was made in England in about 1265 CE. The map indicates that the people who made it had a reasonable idea about the geography of Asia, Africa and Europe. But this map was never supposed to be used as a navigational chart. It is meant to show the Christian understanding of the world—there are Bible characters placed all over the map; Jesus Christ is at the top and the holy city of Jerusalem is at the centre. The prominence of religious figures and images on the map indicates the centrality of religion in Medieval times.

The map is oriented with east at the top, rather than north. On its southern side (our eastern side), the map shows strange-looking monsters beyond Africa. The Ancient Greeks had long thought that there were strange monsters living on the other side of the world. The Medieval mapmaker has included them on this map as a kind of homage to the Ancient Greeks.

Go to OneStopDigital to further explore the Psalter Map.

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SOURCE S3.1 The Psalter Map, 1265 CE

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Geographical knowledge: the Da Ming Hun Yi Tu Map (1389 CE)

Ah, that's better! The water on this map is smooth, almost silky. Look towards the horizon—the land seems to be an odd yellow colour!

The Da Ming Hun Yi Tu map was made in China in 1389 CE, painted on silk. The map is fairly accurate, showing China and the Yellow River (Huang He), India, Arabia, the mountains of South Africa and the Caspian, Mediterranean and Black Seas. Some of the landforms are the wrong size, however. China and Japan are drawn too large and Africa, which is far away from China, is drawn too small. In part, this is due to the mapmaker's attempt to show that the Earth is curved. Another reason the countries have been drawn the wrong size is that, in the Medieval Period, the mapmaker's part of the world was always seen as the most important. As this map was made in China, it makes sense that China is featured in the middle and is the largest piece of land.

Historians believe that the Da Ming Hun Yi Tu Map was made during the Ming Dynasty at the end of the 14th century. During these years, the Mongol Empire's control over much of Eastern Europe and Asia allowed easier east–west communication and trade. Many Islamic maps made their way to China, showing parts of the world that were not well known to Chinese mapmakers. This encouraged Chinese mapmakers to make new, more accurate maps of the world.

SOURCE S3.2 The Da Ming Hun Yi Tu Map, 1389 CE

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ACTIVITY

Check your understanding

1 Why does the Psalter Map include images of Jesus, Adam and Eve, and Noah's Ark?

2 What does the shape of the Psalter Map indicate about medieval knowledge of the shape of the world?

3 Where, when and how was the Da Ming Hun Yi Tu Map made?

4 Why has China been drawn so large on the Da Ming Hun Yi Tu Map?

5 Why were Chinese mapmakers inspired to make more accurate world maps?

Apply your knowledge

1 Explain the purpose of either the Psalter Map or the Da Ming Hun Yi Tu Map. In your answer, refer to evidence in the sources. (200 words)

2 Add your trips around the Psalter Map and Da Ming Hun Yi Tu Map to your travel blog. Include pictures of the cities/landmarks you saw. Write a paragraph about the understanding of the world in the era in which you sailed.

SOURCE S3.3 The Fra Mauro Map, 1450 CE

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Scientific knowledge: the Fra Mauro Map (1450 CE)

We have now jumped forward to the year 1450 CE. You will notice that the map we are now sailing on is a blaze of colour. The sea is a rich wavy blue, the land is shown in neat dark blue lines, and cities are marked with quaint, colourful little buildings. Look around—there are other boats of all kinds sailing the oceans with us.

If you are feeling a little disoriented, that's because this map is drawn with the south at the top, rather than the north. This map was made by a Venetian monk named Fra Mauro and he wanted to emphasise Venice's trade interests in the oceans beyond the Mediterranean Sea. Let's sail around the Venice lagoon for a little while. Ah, Venice!

In the 15th century, Venice was a very wealthy and powerful city-state. Its control over trade on the seas would last until the discovery of the Americas.

Fra Mauro's map was probably the first 'modern' world map that we know of—in 1450 CE it was the most accurate map of the world available. In addition, it was not only a navigational tool—it also showed what medieval people understood about the world.

In the top right corner of the map, Fra Mauro included a diagram showing that the universe was made of four elements: earth, water, fire and air. In the opposite corner, there is a diagram of the geocentric model of the universe with the Earth at the centre and the planets and the Sun orbiting around it.

Go to OneStopDigital to further explore the Fra Mauro Map.

Why was there disagreement over the size of Venice? How does this situation compare with the way the Da Ming Hun Yi Tu Map was drawn? What does this tell you about medieval maps?

Empire and trade: the Nova Totius Terrarum Orbis Map (1630 CE)

We've moved forward in time again—to the year 1630 CE. The map we're sailing on is the Nova Totius Terrarum Orbis Map. There are other ships out here at sea, and they're all flying red, white and blue Dutch flags. This map was part of an atlas—the first atlas to feature Australia!

We are now sailing close to Australia. You should be able to see the west coast of Cape York. Oh, now the line marking the Australian coastline is becoming hazy and indistinct … and now it's disappeared as we move further around.

I'm afraid I knew this would happen. I've brought a copy of the map with me. See here—there's only a small portion of Cape York shown …

The Nova Totius Terrarum Orbis Map was made in 1630 CE by Dutchman Henricus Hondius. The Dutch were beginning to chart Australia, which is not far from Indonesia, where they had an important trading port—Jakarta. In those days, Jakarta was called 'Batavia' and was part of the Dutch Empire. Dutch control of global trade was rapidly rising in the 17th century. The Dutch had found a sea route from the Cape of Good Hope to the Sunda Strait in Indonesia, bypassing Arab trading ports and gaining control over the spice trade with Asia. They had colonies in South America, South Africa and Indonesia. The Nova Totius Terrarum Orbis Map was as much about trade and empire as geography.

The four corners of the map each contain a portrait: the Roman Emperor, Julius Caesar; the first world mapmaker, Ptolemy; the first atlas-maker, Gerardus Mercator; and Hondius' father, Jodocus Hondius, who mapped the Strait of Magellan (an important sea route for Dutch traders). There are also representations of the four elements: *ignis* (fire), *aer* (air), *aqua* (water) and *terra* (earth). In 1630 CE, people still thought all matter was made up of a combination of these four elements. It would be another 30 years before people understood there were

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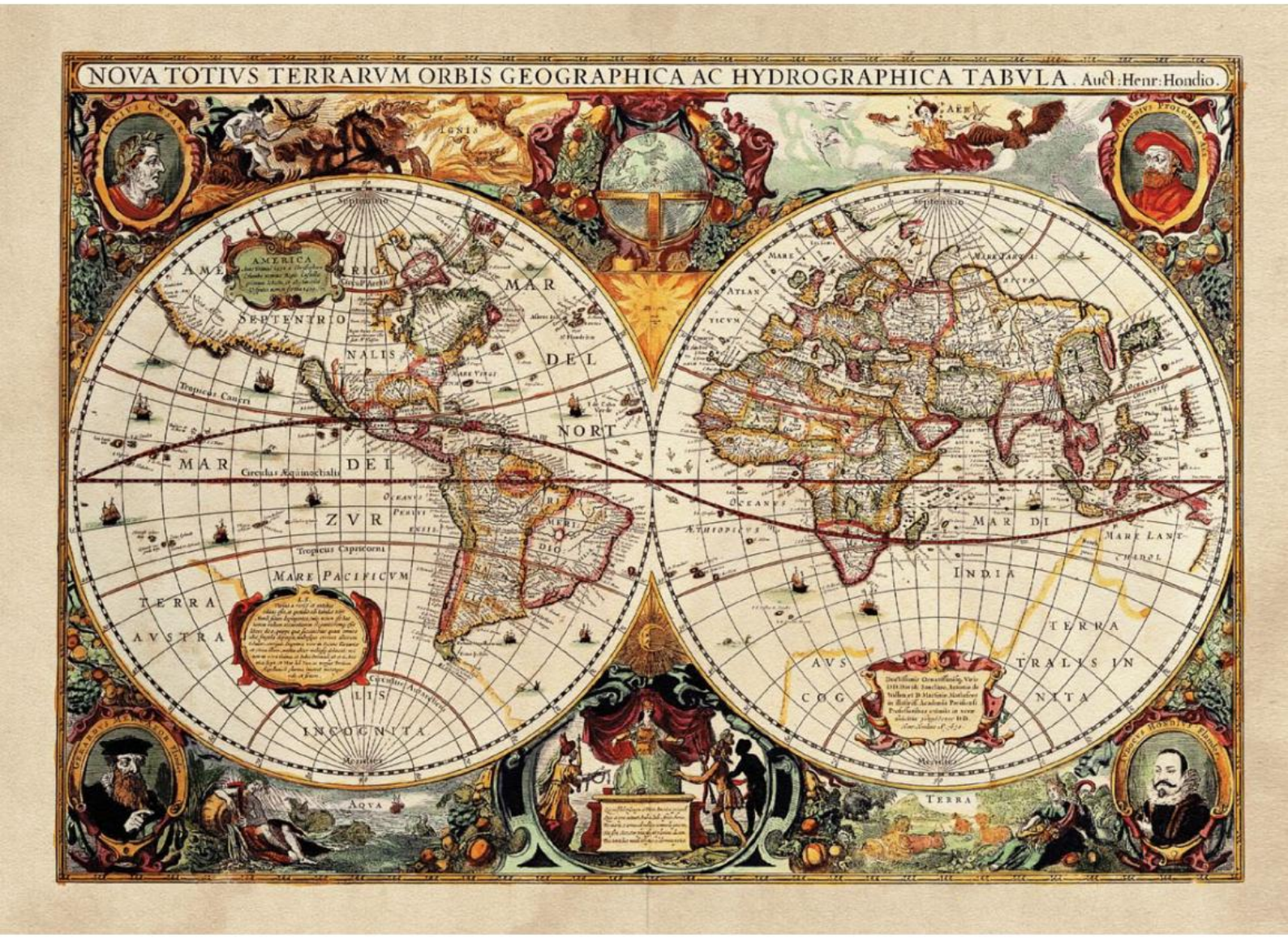

SOURCE S3.4 The Nova Totius Terrarum Orbis Map, 1630 CE

more than four elements! At the bottom of the map is a picture showing the native peoples of Indonesia, South America and South Africa; they are shown paying homage to their Dutch colonisers.

ACTIVITY

Check your understanding

1 What was the reason for including the four elements and geocentric diagrams on the Fra Mauro Map?

2 Why has an Indonesian, a South American and a South African person been drawn on the Nova Totius Terrarum Orbis Map?

3 The four corners of the Nova Totius Terrarum Orbis map each contain a portrait: the Roman Emperor, Julius Caesar; the first world mapmaker, Ptolemy; the first atlas-maker, Gerardus Mercator; and Hondius's father, Jodocus Hondius, who mapped the Strait of Magellan, an important sea route for Dutch traders. Match each portrait with the reason for its inclusion.

Julius Caesar (top left)	connects Hondius' map with the atlas-making tradition
Ptolemy (top right)	makes the Dutch Empire look as great as that of Ancient Rome

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Gerardus Mercator (bottom left)	emphasises the rising power of Dutch trade
Jodocus Hondius (bottom right)	connects Hondius' map with the ancient mapmaking tradition

Apply your knowledge

1. What is the significance of the ships on the maps in the Fra Mauro Map and the Nova Totius Terrarum Orbis Map?
2. Were medieval maps merely useful navigational aids? Debate the purpose of either the Fra Mauro or the Nova Totius Terrarum Orbis Map with your class. In your arguments, refer to evidence in the sources.
3. Look at a Google map or modern street directory of your local area or your nearest city. What information has been included on this map? What does the modern map tell us about our society?
4. Add your trips around the Fra Mauro Map and Nova Totius Terrarum Orbis Map to your travel blog. Include pictures of the cities/landmarks you saw. Write a paragraph about the understanding of the world in the era in which you sailed.

OK, it's time to stop sailing around these maps and get into the world of expanding contacts, where there are more adventures in store for you. You will now embark on one of Revista's in-depth tours about expanding contacts: 'Mongol expansion', 'The Black Death in Asia, Europe and Africa' or 'The Spanish conquest of the Americas'.

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Chapter 9

Mongol expansion (c. 1206–c. 1368 CE) »

Painting from 1281 CE: The Mongols, under Kublai Khan, seek to conquer Japan, but their invasion fleet is devastated by storms

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What were the significant features of Mongol society?
2. What were the key social groups in the Mongol Empire?
3. What were the beliefs, values and practices of the Mongol Empire?
4. What were the causes and effects of Mongol contact with other societies?
5. What people or groups from the Mongol Empire have influenced the world today?

Introduction

All who surrender will be spared; whoever does not surrender but opposes with struggle and dissension, shall be annihilated.

Genghis Khan

GENGHIS KHAN AND the Mongols created the largest land empire the world had ever seen, stretching from the borders of modern-day Germany to the Sea of Japan. During the 13th and 14th centuries, the Mongols dominated almost one-quarter of the world's population. Their fearsome army ensured the longevity of this domination.

The Mongol Empire was not only significant for its enormous size, but also for its influence on history. Countries, religions and entire continents have all been affected by the impact of Mongol rule.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

Caliph	title for a leader or ruler of an Islamic political region
caravan	a group of traders carrying goods over a long distance on a regular trail, usually on camels
clan	a group of people who claim a close connection, similar to a family bond
fortified city	a city that is protected by defensive walls in an attempt to keep out invaders
Great Wall of China	a stone fortification wall built to protect the north of China
khan	title of the Mongol ruler
Kiyats	the name of the tribe to which Temujin (Genghis Khan) and his family belonged
nomadic/nomads	people who do not live in one place for a long period of time; they are continually moving
paiza	a tablet issued to a messenger that gave them the authority to carry a message and receive rations at posts along the way
Pax Mongolica	a Latin term used to describe the stability or peace experienced in the Mongol region under the rule of the Mongol Empire during the 13th and 14th centuries
quiver	a container that holds arrows
regent	someone who acts as the ruler of a kingdom or empire in the absence or disability of the true ruler
sedentary population	a population that remains in one place and does not move around (as opposed to a nomadic lifestyle)
Shamanism	the religious practice of the native Mongols
steppes	the treeless, grassland plains that stretch for 5000 kilometres from the western border of Hungary to the eastern border of Mongolia
tribute	a payment or gift given to someone who is honoured or in a superior position
Yam	the communication system used in the Mongol Empire
Yasa	the Mongol Empire rule of law
yurt	a portable tent used by the Mongols as their home

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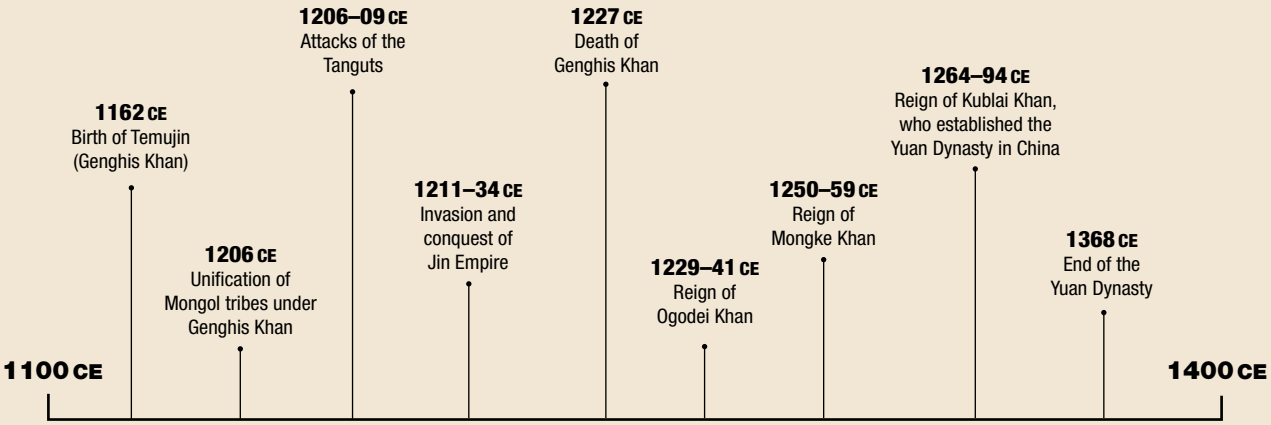
The Mongol Empire at its height, 1279 CE

Timeline to key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about Mongol expansion.
3. Title the second column 'Puzzle'. In this column write down the questions you have about Mongol expansion.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

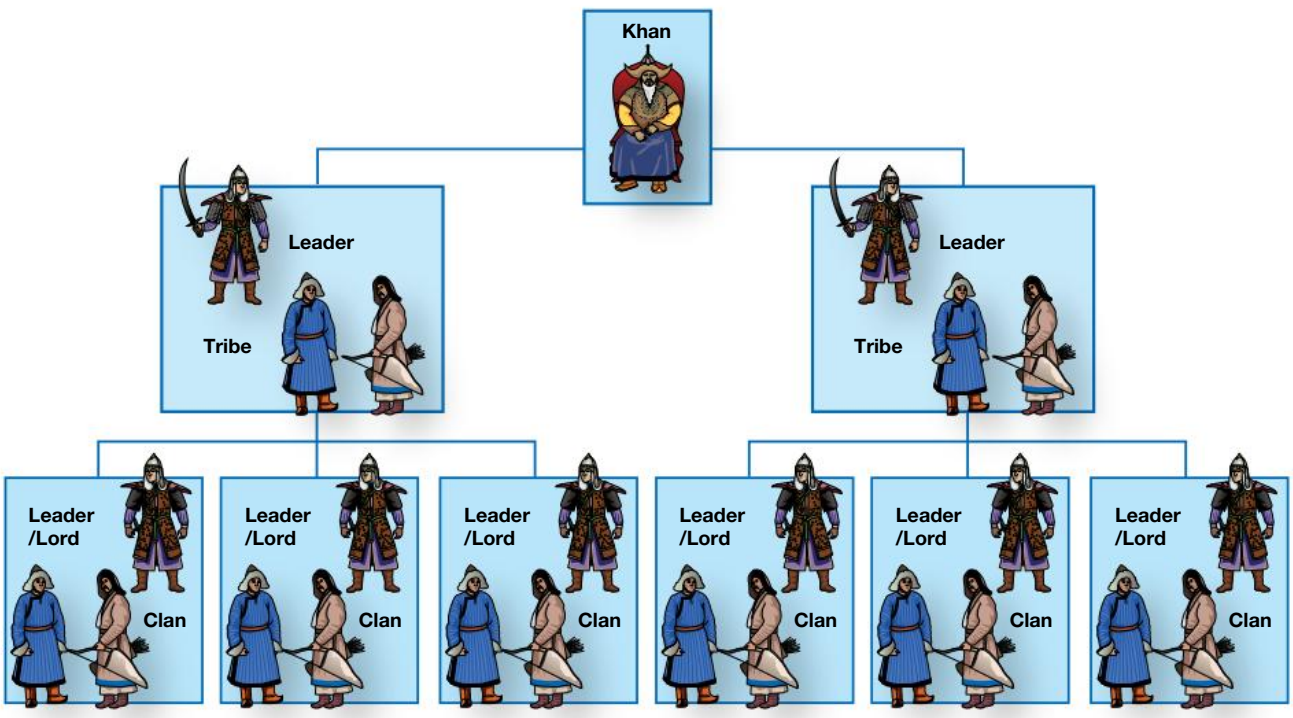
Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'Mongol expansion'. I'm Anton, and I'll be your tour guide. Enjoy your trip.

The native Mongol way of life

Before their conquest of the known world and their unprecedented expansion, the Mongols were a series of tribes, made up of smaller **clans**, located in present-day Mongolia.

Social structure of the Mongols before Genghis Khan

Mongol clans were usually made up of several families, and each clan obeyed a leader (sometimes referred to as a lord), who had been agreed upon by the clan members. Clans were also part of a larger tribe, which had a leader known as a chief. Belonging to a specific tribe was usually dictated by birth—particular families belonged to particular tribes based on heritage. Mongols could also be part of a tribe based on their political views, but this was much less common.



SOURCE 9.1 The Mongol social and military structure before the reign of Genghis Khan

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There was also a leader of *all* the Mongols—he was called a **khan**.

This social structure centred largely on military practices and alliances, but this changed when Genghis Khan came to power and took control of the expanded empire and the regions within it. We will learn about Genghis Khan soon.

Nomadic nature of the Mongols

Mongolia is in the middle of Asia, in a region where there are enormous flat plains known as **steppes**. Very little grows on these steppes apart from grass and shrubs. Before the expansion of the Mongol Empire, the native Mongol people lived on a high part of the steppes between two rivers, an area encompassing thousands of square kilometres.

Mongol tribes were **nomadic**, and would migrate to different regions within the steppes depending on the season. The clans within each tribe would usually live and travel together, but this was not always the case.

The Mongols did not move around randomly—they travelled along familiar trails to well-known places that would meet a tribe's particular needs, such as protection from the weather and collection of food. The tribes knew, for example, where to go to find protection from the weather during the summer season, which, although very short, was also very hot; and where to go during the long winters, which usually lasted for about eight months.

Often there were feuds between tribes, and these could last for many years. These feuds meant that the Mongols were rarely united, but occasionally tribes made alliances with other tribes. There are periods of Mongol history where all tribes obeyed the khan, and other periods where some tribes would obey the khan and others would not. Power struggles were common. The native Mongols therefore lived in a very separate way until the coming of Genghis Khan.

SOURCE 9.2 Present-day Mongol herdsmen with their flock in the steppes. This region has not changed a lot since the time of the Medieval Mongols.

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Because of the constant feuding, communication between tribes and the khan was difficult, but the Mongols had a system where messages were passed between tribes according to a loose code of conduct.

Food and animals

The native Mongol lands were ideal for pasturing flocks and herds, but not for agriculture. The Mongols herded sheep, cattle, goats and horses, and took these herds with them as they moved from place to place. Each Mongol camp was surrounded by these grazing animals, all of which were crucial to the survival of the native Mongol people. Sheep meat and wool provided food and clothing, and their dung was used as fuel for fires! Horses were mainly used for transport, hunting and military training. Cattle and goats were used for their milk.

Mongol people would mainly eat meat, cheese, milk, a fermented milk product called kumis, and a kind of yoghurt. The Mongols were also thought to have invented a kind of dried milk. This milk was used for long journeys, when it would be stored in water bottles or packs hung from the saddle of a horse. The native Mongols also spent a lot of time hunting for food, including berries, birds and fish.

SOURCE 9.3 Traditional bottle for drinking kumis

As they did not grow crops of their own, the native Mongols needed to trade with their neighbours to the south—the Chinese—in order to obtain grain and rice. They also used this trading to obtain products such as metals for making weapons.

SOURCE 9.4 A present-day Mongolian family having a meal. This photograph was taken in 2008, and you will notice that the people are mainly dressed in modern-day clothes (some of them are dressed traditionally) and have modern crockery.

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As the Mongol Empire expanded and its people moved beyond their native Mongolia, their techniques of agriculture changed and were influenced by other customs and traditions. Animals also began to serve different purposes depending on which region they were in.

Clothing

Native Mongols would dress differently according to status and gender. Mongol dress changed for occupational purposes and depended on a person's role within society. For example, tribesmen who would look after the animals would wear plain and functional clothing to keep them warm in winter and cool in summer. A wealthy or important woman married to a khan or leader of a tribe would have elaborate jewellery and styled hair.

SOURCE 9.6 A nomadic family wearing traditional Mongol clothing

SOURCE 9.5 A young woman in Mongolia, in traditional dress

The most common form of dress was the caftan—a long robe held together at the waist with a belt. Both genders wore trousers under the caftan. Two other important pieces of Mongol clothing were footwear and fur caps. Footwear consisted of boots made from leather and cow hide, similar to what we know as 'ugg boots'. On their heads they wore fur caps with a flap to shield their neck.

When the empire expanded and the Mongols had access to the trade routes, the wealthier people would often use items such as silk, cottons and furs to make their caftans. Those who were not as wealthy used furs, skins or wool from their own animals to make clothing. Mongols were very practical when it came to clothing; clothes were chosen for warmth in the winter and coolness in summer. Typically, they would wear clothes until they were no longer useful.

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Religion

Mongolian beliefs and religious practices can best be described as **Shamanism**. They believed in a number of different gods (including gods of water, weather, land and sky) that had the power to control different aspects of their lives.

SOURCE 9.7 Shamans often danced around a campfire while chanting to cast spells

The Mongols believed that they were the gods' servants on Earth, specially chosen to build a great empire. This belief was strengthened when Genghis Khan came to power. Each tribe, and sometimes each clan, had a religious priest known as a shaman. Shamans would communicate with the gods through visions and dreams, and were similar to medicine men in that they asked the gods to heal the sick.

The Mongols did not have temples or religious books, nor did they spend a lot of their time worrying about religion. They were not as enthusiastic about their religion as many other cultures at the time, and this probably explains their tolerance to other religions when the Mongol Empire expanded.

Housing

As they were nomadic, the Mongol tribes did not build fixed houses to live in. They lived in tents, called **yurts**, which they carried with them—along with all their other supplies—between camps. Yurts were made with felt (most commonly from animal skin) that was pitched on a sturdy wooden frame. These structures were most commonly circular in shape, with a supporting crown at the top. Yurts were designed to be easily packed up and carried on a horse or camel. As the Mongol

SOURCE 9.8 A yurt in Mongolia

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SOURCE 9.9 An illustration of a traditional yurt, showing the frame, crown and outer felt

Empire expanded, some of the native Mongols eventually came to live in similar housing to the people of the lands they conquered. Kublai Khan, Genghis Khan's grandson, ultimately lived in a large palace in China.

ACTIVITY

Check your understanding

1 Why did the Mongols lead a nomadic life?
2 What were some of the challenges someone would face in wanting to unify the Mongol tribes?
3 List the different uses of animals in native Mongol life.

Apply your knowledge

1 Form a group of three with two other students. Each member in the group must become an expert in an area of Mongol life listed below. For each area of Mongol life, students must gather at least five points of information.
   a Student 1: Food and animals
      Food—Five points
      Animals—Five points
   b Student 2: Clothing and religion
      Clothing—Five points
      Religion—Five points
   c Student 3: Housing and writing
      Housing—Five points
      Writing—Five points

   Once each member of the group has recorded their information, make a poster on your expertise for the classroom with colourful images. (see p. 281 for more information on Mongolian 'writing'.)

2 Anton, your Revista Tour Guide, takes you to a native Mongol camp prior to 1206 CE. You spend five days staying with a regular tribe family, and you do all the things they do in their daily lives. In your travel blog, write an entry for each day you spend with the Mongols. Describe the family you stayed with and what you did each day. Did the tribe move around while you were there? What sort of work was done? What did you eat? What was the yurt like? What was the weather like?

Genghis Khan and the unification of Mongol tribes

Genghis Khan was the first of the great Mongol rulers. He holds a notorious place in history for being ruthless and barbaric—especially in battle. However, he was also a cunning and strategic leader who accomplished the unification of the vast native Mongol tribes, which set on course the expansion of the Mongol Empire and laid the groundwork for increased links between many previously unconnected regions of the world.

The birth of Temujin

Genghis Khan was born with the name Temujin, in the year 1162 CE. Temujin was born into the tribe known as the **Kiyats** and his father, Yesugei, was the lord of the tribe. There are a number of different accounts about Temujin's birth and early life, and each tells the story a little differently. One popular legend about his birth says that he was born with one of his fists clenched around a clot of dry blood. This was said to be a sign that Temujin would grow up to become a great warrior.

As a young boy, Temujin spent much of his childhood with his three brothers, learning to ride horses and practising archery by shooting at animals. When Temujin was nine years old, he and his father set out to find him a fiancée. It was customary in Mongol culture to find a future wife for a young boy when he was about eight or nine years of age!

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SOURCE 9.10 A portrait of Genghis Khan, created in 1786 CE, long after he had died

After travelling for some time, Yesugei finally found a fiancée for his son—her name was Borte. On the return journey, Yesugei passed through the land of an enemy of the Kiyats: the Tatars.

> On his way home, Yesugei encountered some Tartars [Tatars] who had gathered for a meal. Since he was thirsty he dismounted and joined the group, availing himself of the time-honoured custom which required nomads to offer hospitality to strangers of the steppes. The Tartars, however, recognising Yesugei as an enemy who had previously robbed them, mixed poison in with his food.

SOURCE 9.11 Extract from *Genghis Khan: His Life and Legacy*, by Paul Ratchnevsky, a Mongol historian

He died on this journey, and historians believe he was poisoned by the Tatars. It is unclear as to whether Temujin was with his father when he died. Some versions of the story state that Temujin had remained with Borte and her family and did not travel home until after he heard of his father's death. Another version states that Temujin had made the return journey and encountered the Tatars with his father, and that Temujin was not killed because the Tatars considered him young and unthreatening, and unlikely to be accepted as the new leader of Yesugei's tribe.

Temujin grows up

In Mongol culture, when a tribal lord died, the tribe would often desert the former lord's family if none of the former lord's sons were old enough to become lord in his place and rule the tribe. This is what occurred with Temujin's family—on Yesugei's death, Temujin, his mother and his siblings were deserted and left to fend for themselves. They endured years of struggle alone; without the support of the tribe, they were forced to hunt every day for food and they ate berries, roots, birds and mice.

These conditions caused Temujin to grow very strong as he got older. News that Temujin was beginning to grow into a strong warrior soon spread across the land, and he was seen as a threat to many tribes. In 1177 CE, the lord of a rival tribe of the Kiyats sent some people to capture Temujin, and he was imprisoned for weeks far away from his family, before he managed to escape with the help of a tribesman who gave him a horse and some food. He found his way back to his family.

At the age of 15, the age when Mongols were considered to be men, Temujin was an ambitious and determined young man who was keen to achieve power and significance. He was still living as an outcast with his family and realised that he needed to establish a powerful ally to protect him from future capture, and help him gain power for himself.

Despite Temujin being outcast from his tribe, he was still arranged to be married to Borte. This marriage occurred when Borte was 17 and Temujin was perhaps 16. The rest of Temujin's family also began to grow, as his siblings took wives and had children.

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Temujin's rise to power and the unification of the Mongol tribes

In c. 1178 CE, Temujin visited an old friend of his father, Ong Khan. Although named 'Khan', Ong Khan was not actually the Khan of the Mongols—he was the lord of a strong tribe known as the Keraits. Ong Khan agreed to help Temujin and his family when they were in need. Not long after this alliance was made, Temujin and his family were attacked by a tribe and Temujin's wife, Borte, was kidnapped. Ong Khan and his strong army helped Temujin rescue Borte.

Spotlight

Borte was captured by a tribe known as the Merkits. It took Temujin eight months to get her back, with the help of Ong Khan. This event is considered to be a very important one in the life of Temujin, as it was one of the first times he had raided a tribe and succeeded. Many believe that this event was the first step towards him becoming a conqueror.

Temujin continued to grow in physical strength, and his alliance gave him importance among the Mongols despite being outcast. In 1187 CE, when Temujin was 25 years old, a number of clans left their old tribes and joined together to form a new tribe, making Temujin their leader. Although membership of tribes was often a birthright, some clans chose to belong to a tribe for political purposes or to form alliances. This is what happened in the case of Temujin's tribe members.

Although Temujin's tribe was relatively small, a number of large Mongol tribes were still threatened by his position. Jamuka, who had been a childhood friend of Temujin, was the leader of a rival tribe and went to war with Temujin's tribe. Ong Khan was aligned with both warring tribes, so he did not get involved in the dispute. Without Ong Khan's army, Temujin's tribe was defeated by Jamuka's tribe, but Temujin himself learnt many important lessons about warfare from this battle.

SOURCE 9.12 A scene from the 2007 Russian film *Mongol: The Rise of Genghis Khan*, depicting a scene in which Temujin is chased down and imprisoned

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Despite this early setback, Temujin's tribe continued to grow stronger with the help of Ong Khan. But it was not long before Ong Khan himself began to fear Temujin's growing power, and Ong Khan decided to join forces with Jamuka and turned against Temujin. By 1205 CE, after years of fighting, both Ong Khan and Jamuka were dead and Temujin and his tribe were finally victorious. In the absence of the strong leaders Ong Khan and Jamuka, Temujin became the undisputed leader not only of his own tribe, but of all the Mongol people.

However, Temujin did not have the support of all Mongol tribes, and many of the tribes were still fighting among themselves. Temujin wanted to create a great army to conquer other lands, and he knew he could not do this while there was fighting between tribes and while he did not have the full support of the Mongol people. So Temujin set about unifying the tribes. He split up tribes that were still his declared enemies, and distributed their members among tribes that were loyal to him. In this way, those who were loyal to Temujin would discipline people who dissented. This also meant it was difficult for Temujin's enemies to plot together to overthrow him, and he gained more power. Small issues were dealt with very quickly. After many disputes and fights, Temujin managed to unify the Mongol tribes and cease the infighting—a feat no khan had achieved before him.

By 1206 CE, Temujin had unified the Mongols and the people of Central Asia under his rule. A grand assembly was organised to celebrate the unification. Temujin was proclaimed emperor, and given the title Genghis Khan. The meaning of this name has been debated over the years but, in general, the name 'Genghis' is thought to mean 'firm and strong'. Khan, of course, was the title given to the leader of the Mongol peoples.

The creation of the Mongol Empire was a long and difficult process that began after the unification, when Genghis Khan set about forming his vast new army.

SOURCE 9.13 A late-15th-century Persian book illumination of Genghis Khan enthroned with his wife, Borte

ACTIVITY

Check your understanding

1. What did Temujin spend most of his childhood doing?
2. Why was Temujin captured as a growing boy?
3. How did Temujin try to ensure that he would never be captured again?
4. Using a digital timeline template such as Dipity, rewrite the following events of Temujin's life in correct chronological order. Add dates next to the events where you can and include in your blog.
   - Temujin becomes leader of a tribe.
   - Temujin is born.
   - Temujin's wife, Borte, is captured by the Merkits.
   - A local lord captures Temujin.
   - Borte is rescued from the Merkit tribe.
   - Temujin becomes undisputed leader of the Mongol people.
5. What did Temujin's new name, Genghis Khan, mean?

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Source questions

Use source 9.11 to answer these questions.

1 The Tatars were an enemy of the Kiyat tribe. Why, then, did Yesugei sit down to eat with them?

2 What eventually happened to Yesugei when he ate with his enemies?

Apply your knowledge

1 There are many different legends about the birth of Temujin. Use the internet to find stories about Temujin's birth that differ from the story told in this chapter. What are the similarities and differences in the accounts?

2 a Write a headline for a newspaper article about the big event that occurred in Temujin's life in 1206 CE.

b The first sentence of a newspaper article usually covers the five Ws. Write the introductory sentence for the newspaper article, and try to include all five Ws.

c Compare your headlines and first sentences to those of other class members. After discussing the headlines and sentences, would you change yours or keep them the same?

3 Anton takes you to the Mongol steppes to meet with Temujin immediately after the deaths of Ong Khan and Jamuka. Temujin knows that he doesn't have the support of all the Mongol tribes, and you interview him to ask what he plans to do to stop the tribal fighting and gain more power. Record your interview in your travel blog.

4 It is very difficult to condense a lot of information into a short text. Revista has asked you to create an entry for their electronic tour book on Temujin. Summarise the significance of Temujin in 100 words or less and one image.

The Secret History of the Mongols

There are not many sources that record the life of the Mongol people, particularly in the time before the unification of the Mongol tribes. One of the most significant works is a manuscript known as *The Secret History of the Mongols*, the oldest surviving Mongolian script of its kind. It was written not long after Genghis Khan's death, at the request of the Mongol royal family—after Genghis Khan established an empire all Khan families were known as royal. While this book has given us interesting information about the life of the Mongols and that of Genghis Khan, many historians do not consider large portions of it to be historically accurate.

ACTIVITY

Apply your knowledge

Research *The Secret History of the Mongols* on the internet and then answer these questions.

1 Why is this book not considered to be a completely factual account of Mongol history?

2 If this is the oldest account of Mongol life, how do we know that sections are not true or did not really happen?

3 How useful is this source in giving us information about the Mongol people?

4 a How reliable do you think this source is? Give *The Secret History of the Mongols* a reliability rating between 1 and 10, with 1 being the least reliable and 10 the most.

b Explain in two sentences why you have given this source that particular rating.

The Mongol army

After Mongol unification, the Mongol army was a fearsome fighting force that captured most of Asia, the Middle East and parts of Europe.

SOURCE 9.14 Illustration (early 1300s CE) of the Mongol army riding into battle

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The army was so successful because of its strong organisation and brutal tactics. The army also allowed the government of the Mongol Empire to set up quickly once the army had captured enemy land, because the army would quickly subdue the conquered society. The organisation of the Mongol army was similar to a modern-day army, and none in the Medieval World could match it. The Mongol army is considered by many to be one of the first modern military systems.

Organisation of the army

Once he had control over the Mongol people, the first thing Genghis Khan did was to establish his vast Mongol army. He had already united the tribes to ensure military strength and loyalty, but he wanted an army that was structured effectively. So he organised his army according to the decimal system: he arranged his troops in units of 10 (*arban*), 100 (*jaghan*), 1000 (*mingan*) and 10 000 (*tumen*). Therefore, in each tumen there would be 10 *mingan*, in each mingan there would be 10 *jaghan*, and in each *jaghan* there would be 10 *arban*. Each group had a leader that reported to the next level.

Types of warriors

While the army was arranged according to the decimal system, it also had two different types of warriors. At the front line was the heavily armoured cavalry. These warriors were horsemen who brandished swords, spears and lances. They would charge forward on horseback towards the enemy in battle.

Behind the heavy cavalry came the light cavalry. These were mounted archers who wore little or no armour. They would fire a deadly volley of arrows towards the enemy and then pull back to allow the heavy cavalry to charge again.

Mongol armour was usually made out of small plates of leather and iron sewn in parallel rows onto a vest of cloth or silk. It is believed that silk was used for the vest so that if a cavalry man was hit by an arrow it could be easily removed because the arrowhead would be covered in silk. Unlike other popular armour of the time, which used chain mail, Mongol armour was designed to be light. It was common for the heavy cavalry to wear the iron armour and the light cavalry to wear the leather.

Spotlight

Army decimal system

The decimal system was familiar to the Mongols, as it was similar to how the clans and tribes were arranged. The decimal system has the number 10 as its base and is the most widely used system in modern civilisations. While Genghis Khan did not invent the decimal system, he is considered to have been very clever by using it to organise the society as a whole.

SOURCE 9.15 The warrior on the left is a light cavalry warrior; the warrior on the right is a heavy cavalry warrior

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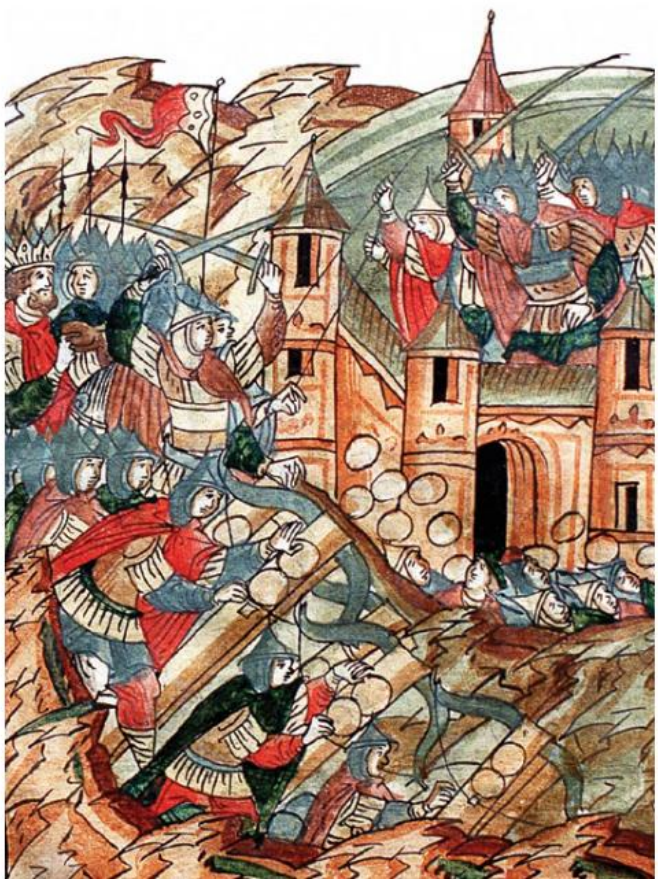
The keshik

Genghis Khan also had a special unit known as the keshik. The members of this group, which ultimately grew to a number of 10 000, were Genghis Khan's personal bodyguards and protectors. One thousand of these were required to follow him into battle. Initially, members of the keshik were handpicked by Genghis Khan, but the group grew so large that eventually there were probably people within the keshik whom Genghis appointed to oversee its operation and recruit new members.



SOURCE 9.16 A Russian painting of a Mongol battle, showing the keshik, c. 1200s CE

Members of the keshik were trained to be future generals and governors of the Mongol Empire. Governors and generals would in turn send their sons to the keshik to be trained in Mongol warfare and administration. This was a very clever system, as it ensured that Genghis Khan personally knew every general or governor in the empire and that they were loyal to him.

ACTIVITY

Check your understanding

1. Why was the decimal system already familiar to the Mongol people?
2. Who were the keshik?
3. Why do you think Genghis Khan believed it was important to have a group such as the keshik?

Apply your knowledge

1. Make a table and list all the advantages and disadvantages of Genghis Khan's organisation of his army using the decimal system.
2. Anton takes you to witness the Mongol army in battle in 1209 CE. In your travel blog, write an account of what you saw, and how the army operated. Who fought first? What types of weapons were used?

Army membership

In 1206 CE, Genghis Khan made it compulsory that all male Mongols between the ages of 15 and 70 must fight in the army—there was no such thing as a civilian male in this age group. The Mongols also increased the size of their army by incorporating conquered groups into their military.

Mongols were not paid to be in the army; instead, they received a share of whatever valuables were captured during conquests and raids. The valuables would not be evenly shared, however—they were divided up among army members based on rank.

As Mongols were nomads, warriors' families would travel with them. This meant that if there was a fighting force of 50 000 soldiers travelling to a destination, there might be another 200 000 family members travelling with them. A travelling Mongol army was certainly no small affair!

Training and tactics

Everything a Mongol child learnt as they grew up would prove useful for military service later in life. Mongols learnt to ride horses and hunt from a young age—activities that served as preparation for being in the army.

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> The leaders study, in this practical school, the most important lesson of the military art: the prompt and accurate judgement of ground, of distance, of time. To employ against a human enemy the same patience and valour, the same skill and discipline, is the only alteration which is required in real war.

SOURCE 9.17 British historian Edward Gibbon wrote *The History of the Decline and Fall of the Roman Empire* in 1776 CE, in which he describes hunting as a perfect training ground for young Mongols

Once in the army, training was extensive and occurred often. In comparison to other armies of the period, the Mongol army trained far more regularly. Training would often consist of horsemanship, tactics, archery and formations. Hunting exercises were also used as military training.

Mongols were expert tacticians; they planned their attacks very carefully before each invasion. Commanders would send out scouts, who would report back with information about how best to attack the enemy.

As the Mongol army was so well trained, it could react quickly to a range of different battle situations. There were also highly skilled horsemen in the army, and their mobility on horses often allowed them to gain quick advantage over their opponents.

ACTIVITY

Check your understanding

1 At what age would most men be required to join the Mongol army?
2 When could they stop fighting in the army?
3 How was hunting helpful for teaching young Mongol men how to fight?

Source questions

Use source 9.17 to answer these questions.

1 What do you think is the purpose of the source?
2 Is it a primary or secondary source?
3 How useful is this source for a historian studying how the Mongol army was trained?

Apply your knowledge

1 Anton takes you to train for a day with the Mongol army members.
   a In your travel blog, describe the types of activities you did.
   b You are able to interview a member of the heavy cavalry, a member of the light cavalry and a member of the keshik. In your travel blog, write how each army member feels about their position in the army. (You can include images and diagrams.)

Weapons

Mongol bow

The Mongol army had many weapons that gave them an advantage over their enemies. One such weapon was the Mongol bow, the most advanced weapon in the region at the time. Skilled Mongol archers could fire an arrow accurately using this bow for a distance of up to 500 metres. No other weapon at the time could be fired as accurately over such a great distance.

The bow had a distinctive curved shape and was very light and easy to fire—light cavalry warriors were able to fire arrows quickly in all directions. The archers would carry arrows in **quivers** on their backs—a quiver could contain as many as sixty arrows.

SOURCE 9.18 Recreation of a Mongol cavalry wielding bows, to mark the 800th anniversary of the founding of the Mongol Empire, 2006

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SOURCE 9.19 A present-day Mongol archer holding a Mongol bow at the Naadam Festival, Mongolia

Sword and catapult

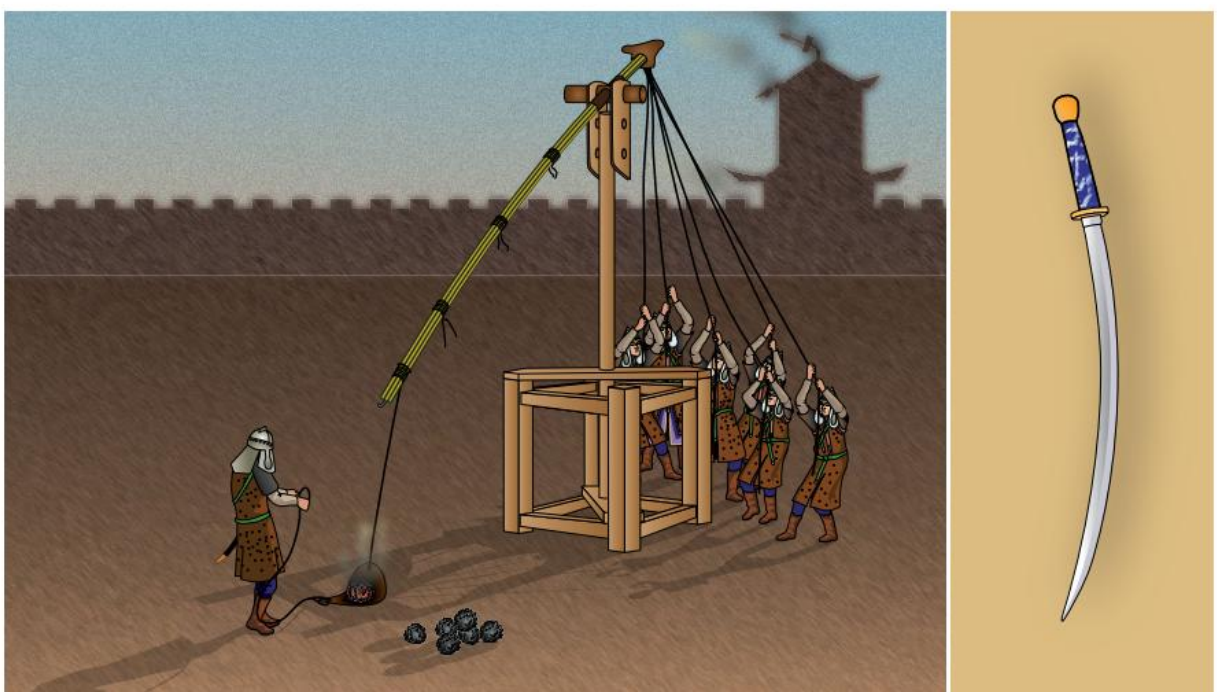
Swords were primarily used by the heavy cavalry. As the Mongols fought on horseback, they used their swords to slash at opponents as they rode past, rather than to stab them. The slightly curved shape of the Mongol sword made this slashing motion more effective than if they had used a straight sword.

As the Mongols began to expand their empire, they continually came up against **fortified cities**. They soon realised that cavalry attacks would not work against such cities. Mongol engineers therefore developed catapults that would throw fireballs over walls and into fortified cities, to create panic and start fires. They would also fire large rocks directly into walls in order to smash them. An example of this was when the Mongols invaded China and used catapults to overcome the **Great Wall of China**.

Psychological warfare

The most effective weapon that the Mongols had must surely have been the spread of fear. Word of mouth about Mongol invasions spread between cities, and the Mongols actively encouraged this.

When the Mongols approached a city that they intended to conquer, they gave the leaders of the city a choice: surrender or resist. If a city chose to surrender, the lives and property of its citizens would be spared, and they would be free to practise their own religion but a Mongol commander (or a previous inhabitant of the city appointed by the Mongols) would take charge of the city and its operations. The city had to pledge



SOURCE 9.20 The Mongol sword (right) and the early design of the catapult

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support to the Mongol army and provide them with men, arms and supplies. The citizens were also forced to pay a **tribute** to the Mongols as a sign of submission.

Cities that chose to resist were met with the full devastating force of the Mongol army. On many occasions, once a resisting city or town had been captured, Genghis Khan would order that every citizen except a few be put to death. Those that were left alive had their ears cut off and the city was looted and then destroyed. The few citizens that were left alive were allowed to flee, because the Mongols knew they would usually flee to the next city, where they would tell the story of a terrifying army that was on its way. Interestingly, the Mongols were not concerned with the element of surprise—they were confident that they would be able to subdue enemies through tactics and brutality, so it did not matter that cities received a 'warning' that they were coming. The Mongols saw more benefit in striking fear in potential enemies than harm in warning them of the army's arrival.

ACTIVITY

Check your understanding

1 a Choose one Mongol weapon and explain what it was and how it worked.

b How effective do you think this weapon would have been?

Apply your knowledge

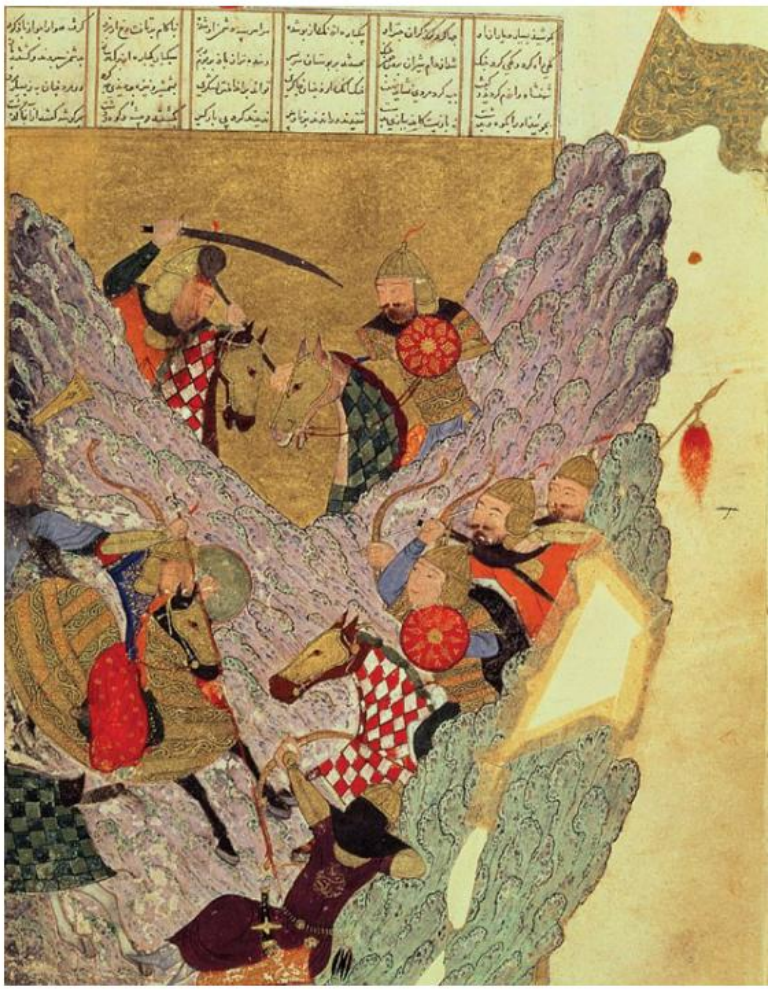
1 Anton has taken you to a small city in northern China in 1212 CE. A neighbouring city has just been invaded by the Mongols, and one of the survivors has come to your city to warn people of the approaching army and describe what he saw happen in his own city. What does the survivor say about the Mongol army and the invasion of his city? What effect does the survivor's warning have in the city? Record this information in your travel blog.

2 Create a comic strip that shows the Mongol army operating in battle. Use the website Toondoo or the Comic Life software to create your comic strip. Include it in your blog.

Expansion of the Mongol Empire under Genghis Khan

The campaign into China

Between 1206 CE and 1209 CE, Genghis Khan turned his attention to the south in a series of attacks against the Tanguts. The Tanguts had been a strong and prosperous people since the 11th century. They had a formidable army and fortified towns that, at that stage, the Mongols did not understand how to attack. In a number of encounters between the Mongols and the Tanguts, the Mongols learned many new fighting skills. By 1209 CE, the Mongols had learnt how to lay siege to walled cities using ramps, catapults and crossbows. The Mongols eventually defeated the Tanguts, but not until 1227 CE.



SOURCE 9.21 Persian miniature of Genghis Khan (shown on the green-armoured horse) fighting the Jin army, c. 1540s CE

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SOURCE 9.22 Map showing the Mongol Empire in 1206 CE and expansion by 1227 CE

In 1211 CE, Genghis Khan entered the Jin Empire in northern China. Much of the Jin Empire stood behind the Great Wall of China, which had been specifically built centuries before to keep invaders out. The Mongol army approached the wall in 1213 CE, and had no trouble in breaching its defences. Over the next few years, the Mongols won a number of key victories over the Jin Empire; however, it would not be until 1234 CE that the Mongols would fully conquer all of northern China.

Initially, Genghis Khan did not intend to create an empire. Many of the early battles he fought were to eliminate neighbouring enemies and to ensure Mongol survival. This changed, however, after the campaigns against the Jin army, as Genghis Khan realised the possibility of creating an empire that stretched right across Asia and the Middle East. With this in mind, the Mongols began to leave a small number of troops behind in conquered territory, to retain it as their own and defend against counter-invasions.

See OneStopDigital for a Google Earth view of the Mongol Empire. View the campaigns, cities and sites.

Invasion of the Middle East and Russia

Having defeated the Tanguts and after victories in the Jin Empire, the Mongols found themselves with an empire that spanned across a large part of Asia, with the remaining Chinese states on one border, the Islamic World in Central Asia on the other, and the Russian region to the north. The Khwarezmian Empire was a large Islamic territory in the Middle East. At first, Genghis Khan wanted peace with them; however, the Sultan of Khwarezm became suspicious of the Mongols. In 1218 CE, a **caravan** of Mongol merchants arrived in the Khwarezmian Empire to trade, but the Sultan thought they were spies. The merchants were captured and put to death. Genghis Khan was furious and at once prepared for war. With terrifying force, the Mongol armies swept through the Khwarezmian Empire, destroying all before them. Genghis Khan led much of the destruction himself, shouting to the enemy that he was an instrument of God who had been sent to punish them for their sins. Occasionally he would announce this after defeating a city.

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SOURCE 9.23 Genghis Khan addressing a congregation at the mosque in Bukhara, from a Persian manuscript (Shahanshahnama), c. 1397–98 CE

> O people, know that you have committed great sins, and that the great ones among you have committed these sins. If you ask me what proof I have for these words, I say it is because I am the punishment of God. If you had not committed great sins, god would not have sent a punishment like me upon you.

SOURCE 9.24 An announcement by Genghis Khan from the pulpit in the Bukhara mosque, given to the people of Bukhara (in modern-day Uzbekistan) after conquering their city

In 1223 CE, while Genghis Khan was in the Middle East, he sent two of his generals towards the region we now know as Russia. In an amazing campaign, the Mongol army defeated more than 20 nations in the Russian region. They captured that land and Genghis Khan made his way back to Mongolia.

ACTIVITY

Check your understanding

1. List all the nations and peoples that Genghis Khan conquered between 1206 CE and 1227 CE
2. Given what you know about Mongol weapons, how do you think the Mongols might have overcome the Great Wall of China?

Apply your knowledge

1. Why do you think the Mongol army was so successful in conquering other peoples?
2. Anton takes you to the Khwarezmian Empire in 1218 CE. For three days you fight alongside the Khwarezmian army in the battle against the Mongols. (Don't worry—there is no chance of your virtual self being hurt in the battle!) In your travel blog, write a blog for each day, explaining what is happening to your army at the hands of the Mongols.

Genghis Khan in control of the empire

Nomadic tribes still existed among the native Mongolians under the expanded empire, but served no military purpose because Genghis Khan's new army was based on the decimal system. Therefore, the tribes existed as part of the empire alongside the conquered societies.

Genghis Khan was not only a great military leader—he also proved to be an excellent ruler. His systems of controlling his newly expanded empire would prove effective throughout his reign.

Government

The Mongols were very practical when it came to government in their expanded empire. Often the approach to government would vary between regions because, for example, the system that worked in China may be different from what worked in Persia. Generally, native Mongol representatives formed the governments in conquered regions, but they would adopt the type of administrative system they knew to be effective

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in that particular region.

There were a couple of exceptions to this laidback approach to government. First, if the local laws conflicted with Mongol law, Mongol law took precedence. Second, Mongol military supremacy was maintained at all costs, and no government system was allowed to minimise the effect of the military.

Laws

When Genghis Khan was born, lawlessness among the Mongols was common. This was probably due to the fact that enforcing rules on a nomadic population is much more difficult

SOURCE 9.25 A person is beaten for breaking a law of *Yasa*; Persian miniature, c. 1540s CE

than enforcing rules on a **sedentary population**.

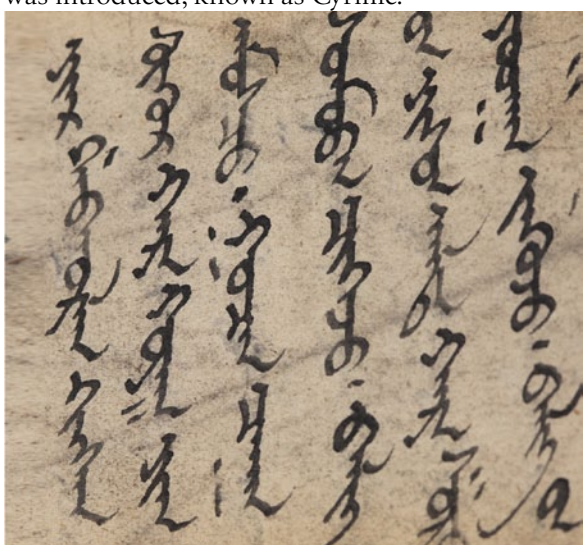
Yet, despite the difficulties of law enforcement on nomadic people, under Genghis Khan the expanded Mongol Empire came to be governed by a rule of law known as ***Yasa***. *Yasa* was applied to the nomadic Mongol population. Other regions that were conquered by the Mongols were allowed to keep their own laws as long as those laws did not conflict with *Yasa*. If conflict between law systems arose, *Yasa* took precedence. *Yasa* was not a legal document that was drawn up at one single point in time—it was a collection of orders and decrees that Genghis Khan made over a long period. These were ultimately recorded and edited into a final form to create *Yasa*. *Yasa* was kept in a secret place and was not made available to the general public. No copies of *Yasa* survive today.

Genghis Khan appointed specific people to oversee and carry out the practice of the laws. Beatings and death were common punishments for disobeying the law of *Yasa*, even for committing minor offences.

Writing

Native Mongols initially could not read or write. While they had their own spoken language, they had no need to write it down. When the empire expanded and they eventually travelled to other societies, they were amazed at the work of scribes, especially in China. Genghis Khan realised that in order to successfully manage his ever-growing empire, transmitting messages by written words rather than memorisation of language was important. While Genghis Khan himself never learnt to read or write, he enlisted one of his subjects, Tatar-Tonga, to develop a writing system and teach it to the Mongol princes.

The writing system is most commonly called Mongol script, but it is sometimes referred to as Mongol vertical script or Uyghurjin script. In 1946 CE, a new written form of Mongol script was introduced, known as Cyrillic.



SOURCE 9.26 Mongol vertical script

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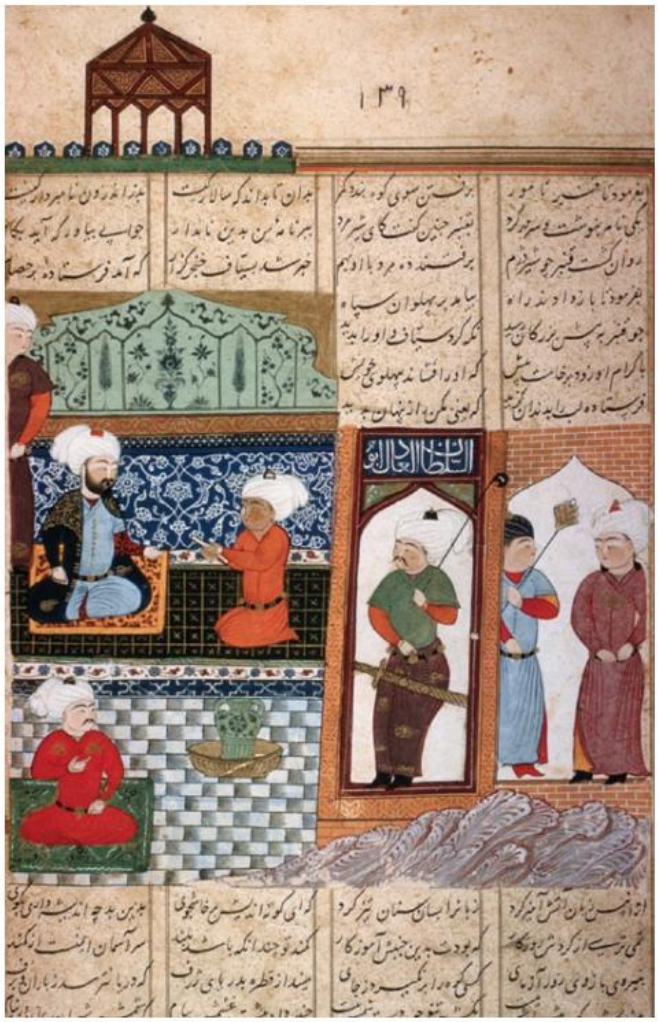

SOURCE 9.27 A late 15th century Mongol manuscript written in Arabic vertical script. Compare this script to source 9.26

Communication and mail system

It would have been almost impossible to rule such a vast empire without an efficient communication system. The system developed by the Mongols was called the ***Yam***. The *Yam* involved a series of post stations that were approximately 40 to 45 kilometres apart, which was usually about a day's ride at normal pace. Urgent messages, however, could travel up to 450 kilometres in 24 hours, being passed from one rider to the next in progression.

Many different travellers carried messages between these posts. People carrying messages also had to carry a tablet of authorisation called a ***paiza***: a piece of wood, silver or gold, depending on the rank of the traveller. The *paiza* signified that the traveller was carrying a message and was authorised to do so. Authorised travellers could make use of the horses, food and clothing that were supplied at the posts by the local population.

The messages could include all things from military intelligence to personal news. The responsibility for the maintenance of the *Yam* system fell to the army unit that was in charge of the region.

SOURCE 9.28 A Mongol *paiza*, bearing Mongol script

ACTIVITY

Check your understanding

1. Did societies that were conquered by the Mongols have to give up their laws?
2. What would happen when Mongol law conflicted with local law?
3. What is a *paiza*?

Apply your knowledge

1. a If a piece of information needed to travel 1343 kilometres across the Mongol Empire, how long would it take if the traveller was travelling at a normal pace?
   b How long would the message take if it had to travel 1343 kilometres and it was urgent?
2. Write a paragraph in your blog explaining how the Mongols transported information from one side of the empire to the other.

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Religious tolerance

It was common in the 13th and 14th centuries for conquering empires to force the people in the lands they overtook to convert to their religion or face death. A significant aspect of Mongol rule, however, was their tolerance towards other religions. While Genghis Khan had Shamanistic beliefs, he ordered that all religions in his conquered lands be respected and that none have a special significance over another. This was a very popular Mongol policy and many different peoples welcomed the Mongols as religious liberators.

The only exception to religious tolerance occurred when a religious practice meant the breaking of Mongol law. In such a case, Mongol law would be considered more important, and take precedence over the religious practice.

The Silk Road and trade

The Silk Road was a trade network that had operated throughout Asia for nearly 3000 years. Despite its name, it was not one road, but instead a collection of trade networks that connected cities from China in the east to the Mediterranean Sea in the west. Normally this trade network would stretch across many different countries and empires, which would make trade very dangerous. However, trade thrived during the reign of the Mongol Empire, and goods travelled great distances along the Silk Road at this time. The Silk Road trade network was so important to the Mongols that they ensured that caravans that travelled along it were protected.

Goods were being traded between Asia and Europe more than ever before. The vast trade network not only ensured the trade of goods; it also saw the trade of ideas and news. News of what was happening in other parts of the known world would often travel very quickly along these trade routes.

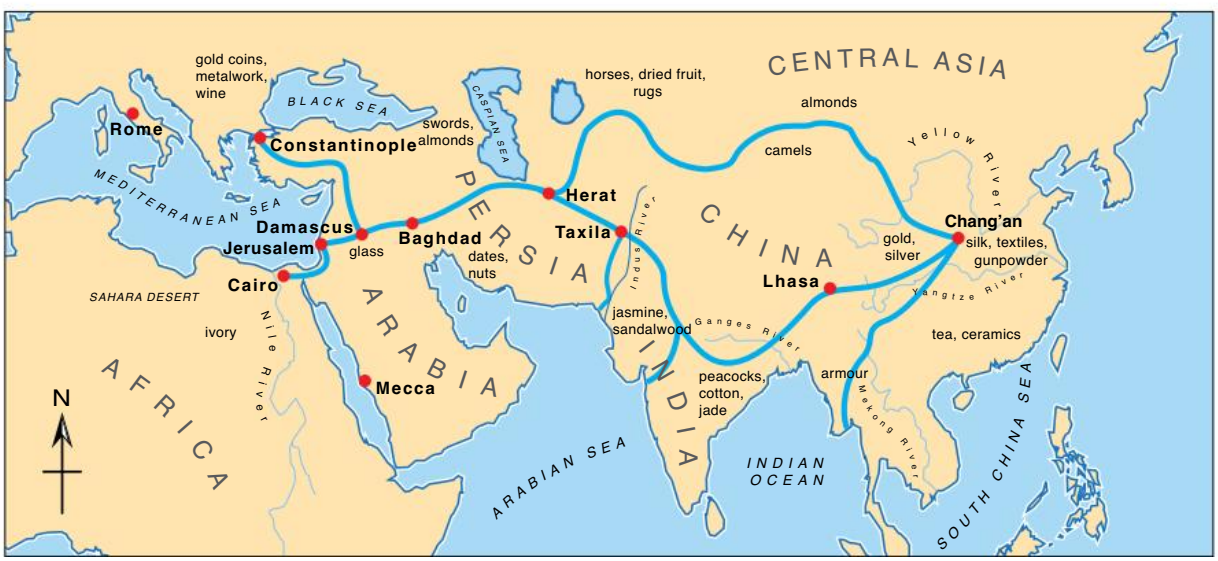
Spotlight

Pax Mongolica

A number of historians have referred to the time of the Mongol Empire as **Pax Mongolica**, or Mongol Peace, because it was a period of political, economic, social, religious and cultural stability in the region, brought about by the fact that there was one ruling empire. There is no doubt that many positives were experienced through this peace; however, we must not forget the ferocity of the Mongol army, which enabled the Mongols to expand and rule the empire. A time of peace it was, but this peace was borne out of much bloodshed.

Taxation

The Mongols did not have a common way to collect taxes for all regions. While taxation was usually administered through the governments of different regions, there were some exceptions.



SOURCE 9.29 The Silk Road

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Genghis Khan exempted teachers, lawyers and artists from paying taxes. There was also no taxation imposed on the poor and those who worked for religious groups. This meant that occupants of the rest of the empire had to make up this taxation shortfall and, as such, taxes were very high for those who did get taxed.

ACTIVITY

Source questions

Use source 9.29 to answer these questions.

1 Goods travelled from Chang'an to Constantinople on the Silk Road. What natural obstacles existed for the movement of goods?

2 Which part of the Silk Road journey do you think would be the most difficult to travel as a person? Why?

The death of Genghis Khan

In 1226 CE, the Tangut people, whom the Mongols had been fighting two decades earlier, were beginning to rise up against the Mongols. Genghis Khan turned his military attention back to them, and this campaign would prove to be his last. In 1227 CE, just after finally defeating the Tanguts, Genghis Khan died. There are conflicting reports about his death. Some believe that he was thrown from his horse in battle and died from wounds he sustained in the battle or in the fall, while others believe he died from an illness. His body was carried to Burkhan Khaldun, a mountain in present-day Mongolia, and buried in a secret grave.

> The cause of Genghis Khan's death was obviously known only to a few persons in his immediate entourage and the reports which our sources offer about this are conspicuously vague and conflicting. The court historian Rashid ad-Din [al-Din] ... speak[s] in very general terms of an illness which, according to Juvaini, was incurable and was aggravated by the unhealthy climate; Abu'l Faraj states that the illness was malaria. According to the *Secret History of the Mongols*, however, Genghis died from internal injuries which he received ... during a wild horse battle.

SOURCE 9.30 Extract from *Genghis Khan: His Life and Legacy*, by Paul Ratchnevsky, a Mongol historian, about the death of Genghis Khan.

Spotlight

The hidden tomb of Genghis Khan

When Mongol khans were buried, it was believed that their tombs were located on the holy mountain Burkhan Khaldun, in the Khentii Mountains in Mongolia. Their graves were filled with food, drink, sacrificed women that served as 'wives', and animals; everything they would need in the afterlife. Genghis Khan is believed to be buried in this mountain range in Mongolia. His tomb has been hidden for many years but recently there have been many attempts to discover it.

ACTIVITY

Source question

1 In source 9.30, which account of Genghis Khan's death seems most reliable? Why?

Apply your knowledge

1 a Why is it so difficult to know how Genghis Khan died?

b Why are there so many conflicting reports?

National Geographic has done extensive work in Mongolia trying to solve the 800-year-old mystery of Genghis Khan's tomb. Go to OneStopDigital to tag clues and artefacts on a real satellite imagery map.

Expansion of the Mongol Empire under descendants of Genghis Khan

Ogodei and European conquests

When Genghis Khan was on his death bed, he told his generals two things: that they must complete his military campaigns; and that his second son, Ogodei, was to be the new khan of the Mongols. After much fighting among Mongol princes and generals, Ogodei was elected khan in 1229 CE. Ogodei would rule for more than 12 years and during this time would see the Mongol Empire invade eastern Europe, Iran, the undefeated parts of the Jin Empire in China, and previously unoccupied parts of central Asia.

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Ogodei promoted the idea that heaven had declared that the Mongols would rule the Earth. He sent his armies out in a number of different directions to conquer more and more territory. Not only did Ogodei finally finish the campaigns his father had started against the Jin and Khwarezmian Empires, but he sent the Mongols into eastern Europe.

Under the leadership of renowned General Subedei, the Mongols conquered much of the remaining lands in Russia before invading Hungary, Croatia and Poland. These campaigns took place during the years between 1237 CE and 1240 CE. Ogodei had also begun the invasion of Germany, Italy, France, Spain and Austria, but he died in 1241 CE and the European invasion was halted near Vienna. (There are several accounts of how Ogodei died, but it is generally accepted that he died due to excessive alcohol consumption.) The Mongol princes had to travel back home to elect a new khan.

SOURCE 9.31 The Mongol invasion of Russia, depicted in a 16th-century chronicle

Years of infighting and the fourth great khan

During the years 1241–1250 CE, very little progress was made with the Mongol Empire. After the death of Ogodei, it took five years of infighting before his son Guyuk came to the throne in 1246 CE. Guyuk died in 1248 CE, after which time his wife served as the **regent** of the country. The law called for the election of a new khan but Guyuk's wife refused to allow the election. It was not until Mongke, the grandson of Genghis Khan and cousin of Guyuk, seized power in 1250 CE that a new khan was established.

Mongke became the fourth great khan and under his leadership the empire once again gained strength. The Mongol armies were once again on the march, and were more fearsome than ever. New siege weapons, including flamethrowers and more sophisticated designs of catapults (probably with counterweights), were carried by the Mongols. Mongke Khan also made a number of important reforms to improve the administrative running of the empire.

Mongke Khan conquered land in Iraq during his reign. As Mongke approached Iraq commanding his army of 400 000, the **Caliph** of Baghdad (the capital of Iraq) refused to surrender. As a consequence, the Mongols stormed the city and destroyed it, and the caliph was executed by being wrapped in a carpet and trampled by horses.

Mongke Khan died in 1259 CE during an invasion around Syria.

ACTIVITY

Check your understanding

1. Who came to be khan after Ogodei?
2. What new siege weapons did the Mongols develop under their new khan?
3. How did the Mongols deal with the caliph of Baghdad when he refused to surrender to the Mongol army?

Kublai Khan

After Mongke Khan's death, more infighting ensued over who should have the right to be the next great khan. Five years passed, during which time the Mongols lost some territory to

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their neighbours. In 1264 CE, a successor finally emerged, having defeated all his enemies: Mongke's brother Kublai Khan.

Kublai Khan spent most of his life in China and was not really interested in the affairs of the west. He instead set out to conquer more parts of China in the east. Kublai would eventually rule all of China and found the Yuan Dynasty, which would continue to be in control of China until 1368 CE. With the Mongols in control of China, they had access to the sea and a navy. Kublai Khan sent a fleet to invade Japan on two different occasions, but both times this ended in disaster when their fleets were destroyed by wild storms off the coast of Japan.

Through efficient administration under Kublai Khan's rule, China became a very prosperous country. Part of the reason for his efficient administration was Kublai Khan's use of foreigners to help him govern the country. One of these foreigners was Italian explorer Marco Polo.

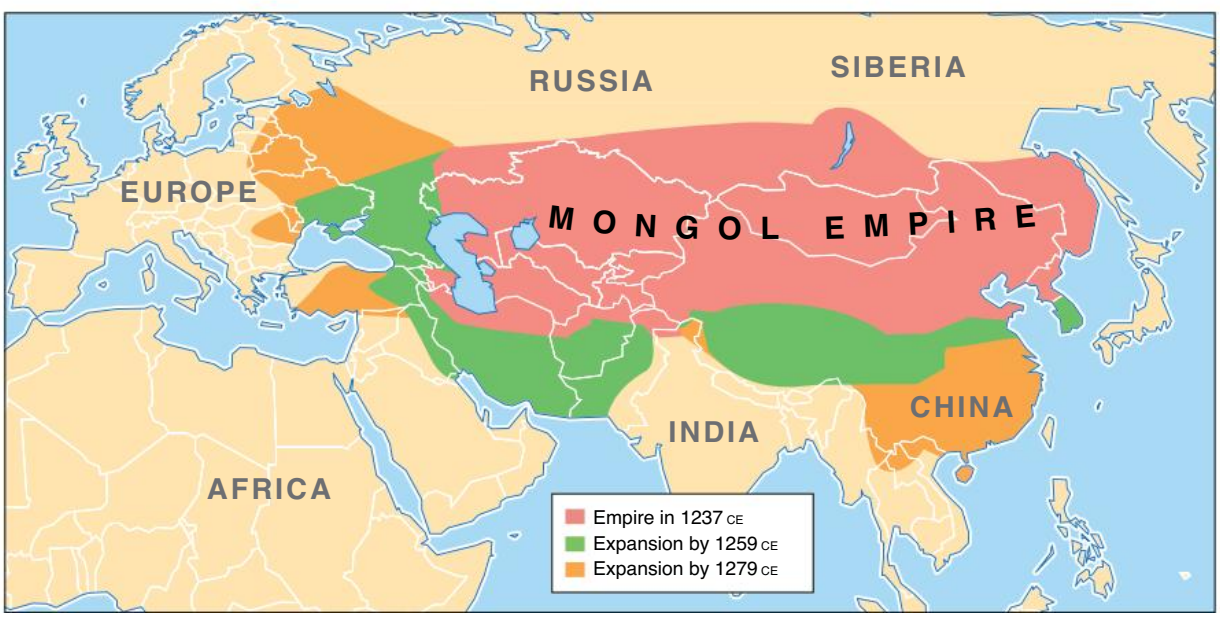
Towards the end of Kublai Khan's reign, parts of the great Mongol Empire were beginning to crumble. By his death in 1294 CE, Russia and Persia were under different rulers and much of the Mongol Empire was in civil war. With the death of Kublai Khan, Asia and Europe had seen the last of the great Mongol rulers.

Spotlight

Marco Polo

Marco Polo left Venice, Italy, with his father and uncle in 1271 CE. They travelled along the Silk Road through Persia and the Middle East, and reached China in 1275 CE. They were welcomed by Kublai Khan at his palace. Marco Polo's father and uncle had met Kublai Khan on a previous visit to China, and in recognition of the knowledge and experience Marco Polo and his family had gained through their travels, Kublai Khan asked Marco Polo to become an official in the Mongol Government. After 24 years of travelling, Marco Polo would finally return to Italy to write an account of his journey, called *The Travels of Marco Polo*.

SOURCE 9.32 An illustration of Marco Polo in the court of Kublai Khan



SOURCE 9.33 Map showing the Mongol Empire in 1237 CE, expansion by 1259 CE, and the empire at its height in 1279 CE

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ACTIVITY

Check your understanding

1 Where did Kublai Khan focus most of his attention during his reign as khan?
2 Who was Marco Polo?
3 What began to happen to the Mongol Empire after the death of Kublai Khan?

Source question

1 Use source 9.33 to explain how the Mongol Empire changed geographically from 1237 CE to 1259 CE, then again from 1259 CE to 1279 CE.

Apply your knowledge

1 List the achievements of Kublai Khan.
2 Why were Marco Polo's travels so significant when he got back to Europe?

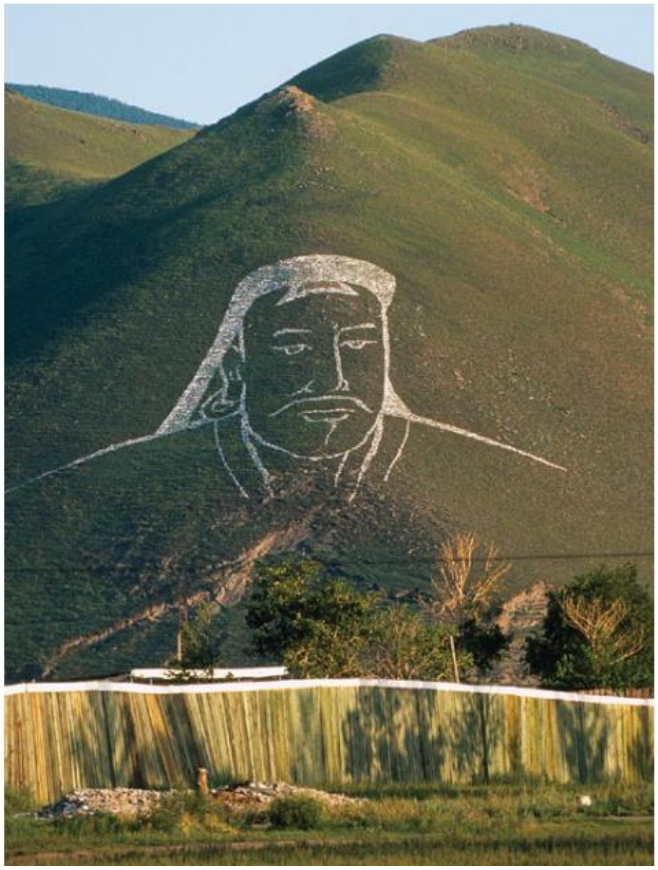
Consequences of the Mongol expansion

The Mongols were unique in that their power influenced the whole world for centuries. This influence, however, was not as Genghis Khan had intended. His intention had been to found an empire that would survive for thousands of years—the empire itself did not endure for that long, but the consequences of the empire were felt in other ways.

Movement of people and spreading of religions

The native Mongols were considered to be of Turkish origin, and one of the most immediate effects of the Mongol Empire was the migration of Turkish cultures to Asia and Europe. As the Mongol Empire grew, the Mongols sent people of their own culture to go and govern in their conquered lands. In this way, the Mongols were dispersed across the whole empire.

Religion and religious consciousness also expanded with the expanding empire. There were three main religions that the Mongols encountered in their subjects of the empire: Buddhism, Christianity and Islam. While initially native Mongols believed in Shamanism, towards the end of the empire Islam was gaining in popularity. While some Mongols converted to Buddhism and Christianity, a large number embraced Islam as their religion.



SOURCE 9.34 Portrait of Genghis Khan made from white stones on a hillside in Ulaanbaatar, Mongolia

Population and development of Eastern and Western Europe

For many centuries Mongols have been considered to be a people who embraced sheer destruction. When people refused to submit to the Mongols, they were slaughtered and their cities were burned to the ground. This destruction and slaughter caused populations to dwindle—the devastation was so complete that it took more than 700 years for the population of some regions to reach the numbers they were before Mongol invasion.

It is thought that before the Mongol invasion the population of China was 120 million. In the census of 1300 CE, the population was recorded at 60 million—half its pre-invasion level.

The Mongols decimated Eastern Europe, but they never ventured into Western Europe.

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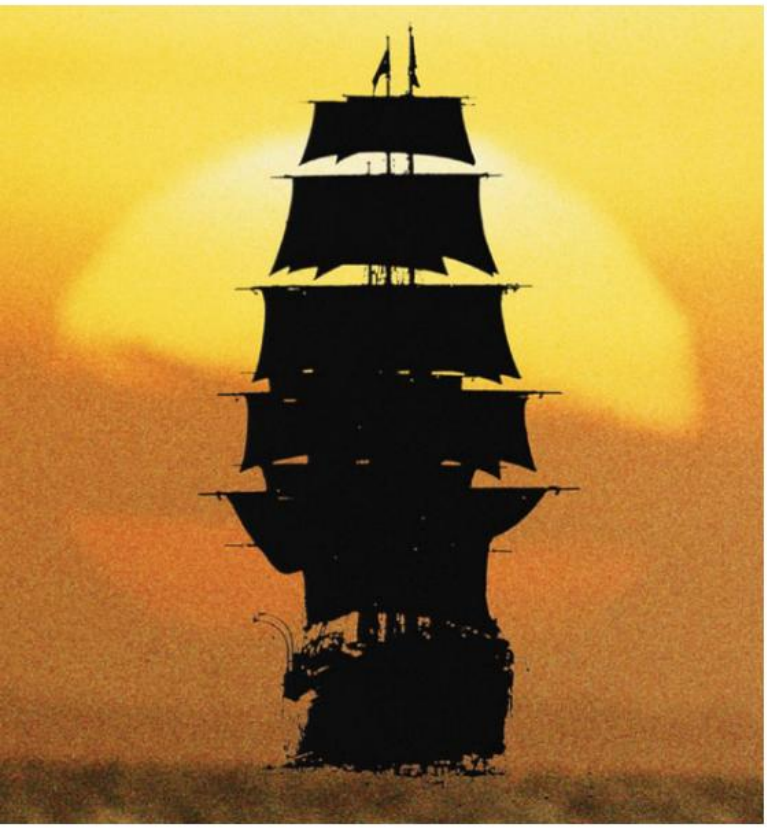

SOURCE 9.35 Exploration of previously undiscovered sea routes was a consequence of Mongol expansion

This meant that half of Europe's population became significantly smaller, and those who remained had to rebuild all that was destroyed in the eastern regions. This resulted in few hands to fix a vast amount of destruction. The interesting consequence of this is that the Mongol invasion of Europe is considered to have been the beginning of the unequal evolution of the two halves of Europe, which has never really been rectified. Although impacted by a range of factors, the countries of Western Europe, which were not invaded, pressed ahead to a dynamic future, through the Renaissance and scientific and industrial revolutions; the countries of Eastern Europe, however, stagnated under tyrannical rule and communism for many years.

ACTIVITY

Check your understanding

1 What religions did the Mongols encounter in the countries they conquered?

2 What religion did the Mongol people most commonly convert to?

3 What impact did Mongol rule have on population? Give some examples.

4 What is the theory behind the fact that one half of Europe developed at a different pace to the other?

Apply your knowledge

1 Why might the movement of people be a significant consequence of Mongol expansion?

2 Identify three countries in Europe that the Mongols invaded and three that they did not. Use the internet to find and compare populations between these countries before and after the period of Mongol invasion. Are there obvious differences?

Exploration of the East by Europeans

Another consequence of Mongol expansion was that Asia was opened up to Europeans by land and sea. The contacts made by the West during the Mongol Period would encourage the search for the Far East, which, before Mongol expansion, had only been a dream. Marco Polo's adventures encouraged many travellers from Europe to venture towards the East—Christopher Columbus, as one example, was carrying a 1485 CE edition of Marco Polo's *Travels* when he made his voyage to the Americas. The discovery of both the Americas and the sea route to India round the Cape of Good Hope can be attributed to the Mongol expansion into Europe.

Trade and money

Stability within the Mongol Empire meant that trade routes between all regions of the empire were safe for travellers and traders. The consequence of this was that an increased number of European merchants could and did travel to China.

The widespread use of paper money in China at this time also made for easy purchasing of goods and services. Paper money was thought to be first used in China during the Tan Dynasty around the late 8th century, but it was not until Kublai Khan's reign in the 13th century that paper money became the most common form of currency in China. By contrast, paper money was not adopted for common use in Europe for 400 years after the Mongol expansion.

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SOURCE 9.36 An example of paper money used during the 13th century in China

Black Death

One unintended consequence of Mongol expansion was the spread of the disease the Black Death. This deadly disease originated in Mongol China in the 14th century and spread throughout Asia, Africa and Europe along the Mongol trade routes. The contagious Black Death spread quickly because of the number of people who travelled on or came into contact with the trade routes, and it impacted a larger number of people than it otherwise would have if the trade routes had not been in existence.

Additionally, the story of the spread of the Black Death into Europe is directly attributed to the Mongols because they infected Italian merchants during a siege in Kaffa (near present-day Ukraine) and the Italians took the disease back to Europe with them. For more information on the Black Death, see chapter 10.

Why was the Mongol impact not greater?

While we have seen that there were a number of consequences of Mongol expansion, it is also interesting to consider why the Mongol influence was not greater. Mongol expansion did not significantly influence language, architecture, religion or culture. Apart from some unintended consequences, there was no significant influence on European and Chinese culture by the Mongol expansion.

ACTIVITY

Check your understanding

1. When was paper money first used in Asia?
2. How could the Mongols be responsible for the spread of the Black Death?
3. What effect did trade have on forging links between Asia and Europe?

Apply your knowledge

1. Research China during the reign of the Mongols in one of the following aspects: language, architecture, religion or culture. Write a paragraph on why the impact of the Mongols was not greater in this particular aspect in China.

Modern legacies of the Mongol Empire

The Mongol Empire dominated much of the known world in its time. But has it had any effect on the Modern World?

One of the values the Mongols believed was very important was tolerance of other religions. This was a concept largely foreign to the Medieval World, as most medieval societies believed that their religion was the one true religion. Yet the Mongols demonstrated the beginnings of the type of religious tolerance that is important in present-day democratic societies such as that of Australia.

A practical development by the Mongol Empire that is certainly commonplace today is the use of paper money, which was adopted for widespread use under Kublai Khan when he controlled China. Today, we could not imagine the world without it.

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History challenges

Create your own documentary

You are to create your own short 'documentary' about Genghis Khan and the Mongol Empire, using an internet software program called Voicethread. The link is listed at OneStopDigital. You will need to conduct research and you will also need to have access to a digital video camera.

The documentary must meet the following requirements:

- The length of the documentary must be between five and six minutes.
- You must address the four inquiry questions outlined below.
- Include at least 10 visual slides—this should mostly include images, but can also include short videos that you have made yourself using toy figures/models or 'actors' to depict a particular scene.
- Include an introduction and a conclusion delivered by you, speaking to the camera.
- You must make use of voice, video and drawing tools in Voicethread.
- The last slide of your documentary must contain a bibliography that lists the resources used in your research.

Inquiry questions to be addressed in your documentary:

1. What was Mongolia like in the 12th and 13th centuries?
2. How did Genghis Khan unite all the Mongol tribes?
3. What significant military and administrative achievements did Genghis Khan establish during his reign?
4. What impact did Mongol expansion have on the world at the time?

Make a traditional Mongol outfit

Research different types and styles of Mongol clothing. Design and draw a traditional Mongol caftan with a pattern that reflects something about you. Write one paragraph explaining why you have chosen that design and how it reflects something about you. You might like to make a version to fit a doll or action figure.

Create a class wiki

1. Students should form into four groups. Each group is to present two pages of information in answer to one of the questions below.
   - Group 1: What type of lifestyle did the native Mongolians lead?
   - Group 2: What do we know about the Mongolian army?
   - Group 3: How did the Mongol expansion result in the creation of one of the largest land empires in history?
   - Group 4: What were the consequences of the Mongol expansion?
2. Ask your teacher or a member of the class to create the class wiki. Go to OneStopDigital for the link.

3. A representative of each group is to upload that group's information to the wiki.
4. When all the information is uploaded to the wiki, review the information as a class. Class members can add to or edit the information. You could also share the wiki with other classes.

Have a Mongol feast

1. Research and make a list of the foods the Mongols ate during the time of Genghis Khan and the types of food they eat now.
2. Write the list on the board. Working in pairs or in a group, allocate one modern dish or one traditional dish.
3. Make the Mongol dishes—you might need to use the internet to find the recipes! Take photos of the cooking process and include them in your blog.

4. Hold a class party to try the dishes. (Bring a list of ingredients so that people with allergies will know what is in your dishes.)
5. Take photos of your class enjoying the feast. Include them in your blog.

Write an essay

'What were the consequences of Mongol expansion?' Use the History skills in chapter 1 on page 26 to help you write your essay.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 10

The Black Death in Asia, Europe and Africa (14th century) »

A Dance of Death, by Michael Wolgemut. This illustration is from *Liber Chronicarum* (*Nuremberg Chronicle*) by Hartmann Schedel (1493 CE), which was a history of the world at the time.

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What were the significant features of Asia, Europe and Africa in the 14th century?
2. What were the key features of the Black Death?
3. What were the beliefs, values and practices of life in the 14th century?
4. What causes and effects did the Black Death have on other societies?
5. What ideas from the Black Death have influenced the world today?

Introduction

Victims of the Black Death 'ate lunch with their friends and dinner with their ancestors in paradise'.

Giovanni Boccaccio 1313–75 CE

THE BLACK DEATH, or the plague, is thought to have originated in Asia, then spread to North Africa and Europe, killing almost half of the European population. It is one of the most devastating diseases the world has ever encountered. The long-term effects of the Black Death continued to influence Europe, Asia and Africa for -a number of centuries following the initial outbreak.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

astrology	a system of traditions and beliefs that the Sun, Moon, planets and stars influence human interaction, behaviour and fate
bubonic plague	a deadly illness spread through the bites of fleas that carry bacteria
caravan	a group of traders carrying goods over a long distance on a regular trail, usually on camels
chamber pot	a bowl with a handle on it, kept in the bedroom for use as a toilet
famine	a severe shortage of food
feudal system	a hierarchical system of land ownership that operated through mutual relationships between different groups of people in society and the obligations that groups had to each other
flagellants	members of a religious group who whipped themselves as penance for their sins and the sins of those suffering from the Black Death
fortified city	a city that is protected by defensive walls in an attempt to keep out invaders
Genoese	a person or object from the powerful city-state of Genoa, located in north-west Italy
humorism	an ancient theory that proposed that four 'humors' or fluids within the body interacted with each other and the elements of nature; an imbalance meant ill health
Hundred Years War	a war fought between England and France (and later Burgundy) that actually lasted for 116 years between 1337 CE and 1453 CE
infant mortality	the rate of deaths of children under the age of one year, per every 1000 births
life expectancy	the number of years, on average, that a person is expected to live
Little Ice Age	a period of lower-than-average temperatures that caused unusually cold and wet weather between about 1250 CE and 1850 CE; it was preceded by the Medieval Warm Period
obligation	to be beholden to someone or something; to have a responsibility
pneumonic plague	a deadly illness that infects the lungs and is spread through the air from person to person; less common than the bubonic plague
reformation	a 16th-century European movement to reform the abuses of power of the Catholic Church
serf	peasant
three-field system	a system of agriculture that allowed farmers to rotate crops between three fields and produce two harvests per year
tithe	a tax, usually 10 per cent of a person's income

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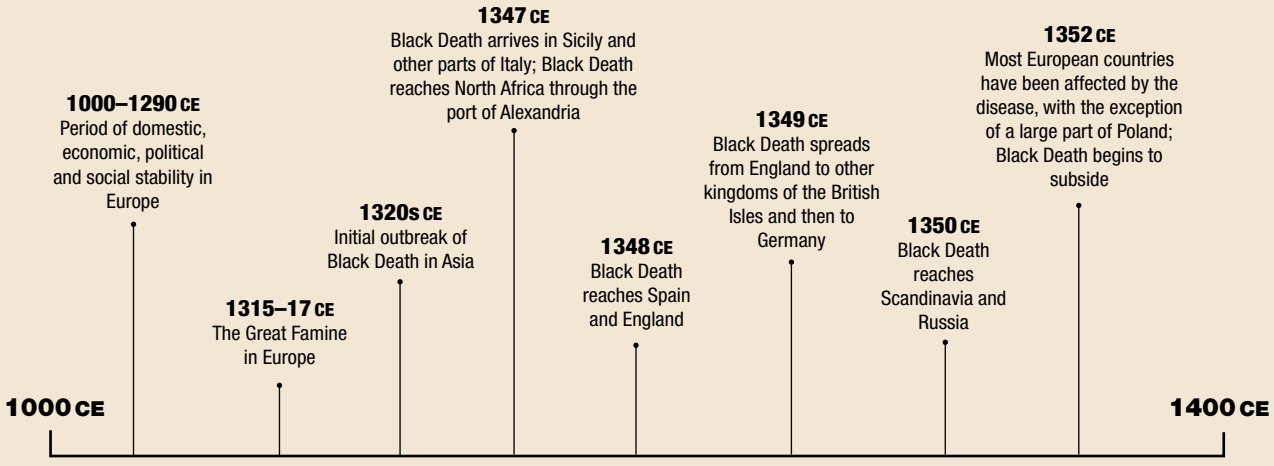
The spread of the Black Death from Central Asia into Europe, 1347–52 CE

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Black Death.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Black Death.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Black Death in Asia, Europe and Africa'. I'm Elise, and I'll be your tour guide. Enjoy your trip.

Life in Europe in the 14th century

The Black Death had a devastating effect on Europe during the 14th century. It had a major impact on religion, goverment, medical knowledge, life expectancy and economics. In order for us to completely understand this effect, it is important that we understand what life was like for people in Europe before the Black Death.

Wealth and agriculture

During the period 1000–1290 CE, Central and Western Europe enjoyed a period of great wealth and success. This was mainly due to agricultural advances in the 11th and 12th centuries. Using a system called the **three-field system**, farmers could produce two harvests per year rather than one, as they had done previously. Therefore there was plenty of food to go around at this time, which was important for a society that relied heavily on food production from agriculture.

Horses, rather than oxen, were utilised for the first time to help plough fields. New sources of power were also created to enhance farming techniques—these included windmills and watermills. By about 1200 CE, people who lived in Central and Western Europe were farming a great deal of land—such heights in farming and production would not be seen again in that region until the 1800s CE.

Go to OneStopDigital to research the impact of three other technological developments during Medieval Europe.

Political stability was also a feature of this period and, by about 1200 CE, Central and Western Europe also reached their heights of prosperity and stability. Royal power, with aristocratic governments and strong militaries, meant that the Central and Western Europeans felt less threatened by potential invasion than their Eastern counterparts, who had already been invaded by the Mongols. This period was also remarkably disease-free.

From 1250 CE, things began to change and the prosperity of the previous two centuries was starting to decline. This was in large part due to the weather, which turned unusually cold and wet—in fact, the period is sometimes known as the **Little Ice Age**. This weather lasted for centuries and the effects were disastrous. If farming communities lost just one harvest, there

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would not be enough food for all the people to eat; yet at this time farmers were losing several crops in a row. In the decade 1290–1299 CE, England experienced four failures of wheat crops, and Germany and France did not even produce half of the wheat they had produced in the previous decade.

Despite the lack of food, the population continued to grow and Europe started to become overcrowded. Already under pressure due to the weather, crops struggled to keep up with the necessary food production required to feed all the new mouths. These conditions resulted in a series of **famines** throughout Europe—the worst of these was the Great Famine in Northern Europe (1315–1317 CE).

Conditions during the period between 1300 CE and 1347 CE continued to be difficult, and most of the prosperity of the previous two centuries was forgotten. A large percentage of the population was at that time experiencing starvation.

SOURCE 10.1 An artist's depiction (c. 1920) of farming in Europe in the 14th century

Spotlight

Living conditions in London in the 14th century

By early 1348 CE, it is estimated that London had a population of around 60 000 people. With this large and expanding population, the city was becoming increasingly overcrowded and dirty. It was not uncommon for a dozen people to sleep in the same room. Poor people would sleep on the floor, as a bed was a luxury only for the wealthy. It was also common for animals such as pigs, sheep and chickens to be living in one-roomed houses with poor people. This was particularly common in rural areas.

The sanitary conditions of the towns were frightening. Streets were little more than sewers into which people would empty their **chamber pots**. These conditions had devastating effects when the Black Death reached the city.

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ACTIVITY

Check your understanding

1 What was life in Europe like in the years 1000–1300 CE?

2 What was the result of increased agricultural production?

Apply your knowledge

1 List the reasons why quality of life started to decline after 1290 CE.

2 Your Revista Tour Guide, Elise, takes you to an English farm in 1293 CE. You meet the farming family and they tell you about their recent crop failures and their worries for the future. In your travel blog, record what you saw at the farm and what the farmer told you about the impact of the crop failures.

3 Elise takes you to London in 1348 CE. You stay the night with a poor family in their house. In your travel blog, write about this experience. Remember to include details about what the house looked like, and how many people and animals lived there.

Life expectancy

Life expectancy throughout the 13th and 14th centuries was very low by today's standards. It is very difficult to determine an exact age of life expectancy during this time, as data is sometimes not very reliable. From the best estimates, we know that a baby born in the period 1275 CE–1300 CE could expect to live to be, on average, just over 30 years old. This is considered a young age in the Modern World, but it is important to remember that not everyone at that time would even make it to the age of 30, as **infant mortality** rates during this time were very high.

Statistics also changed significantly once men or women reached certain ages. For instance, if a male managed to reach the age of 10, his life expectancy would be around 42, and if he reached the age of 30, he could expect to live to be around 52. The biggest challenge for males was surviving childhood. Conversely, women had a better chance than men of surviving childhood but a much greater chance of dying between the ages of 14 and 40—the years when women at that time bore children. Death during childbirth was common.

It is important to note that life expectancy in Medieval Europe was in decline from about the year 1300 CE—even before the period of the Black Death—due to famine and unsanitary overcrowding in cities.

ACTIVITY

Check your understanding

1 Why is it difficult to tell exactly what life expectancy was during the 13th and 14th centuries?

2 Why were the ages of 14–40 years the most dangerous for women?

3 When and why did life expectancy begin to decline during this period?

Government

From the 12th to the 14th centuries, Europe was largely governed by the **feudal system**, or feudalism. Feudalism was a hierarchical system of land ownership that operated through mutual relationships between different groups of people in society and the **obligations** that groups had to each other. Basically, a king or ruler would give land to tenants-in-chief (lords and bishops) in their society, in exchange for their loyalty, payment of taxes and the provision of armoured soldiers to the king in times of war. Once they had this land, tenants-in-chief would then offer some of the land to knights in the society, again in exchange for payment of taxes and military support. The knights would then offer some of their land to peasants, or **serfs**, so that the peasants could live and work on it, again in exchange for the payment of taxes and labour. Each level of the hierarchy above peasants (i.e. the king, tenants-in-chief and knights) would also offer protection to the people in the level below them; so the king would protect the tenants-in-chief, the tenants-in-chief would protect the knights and the knights would protect the peasants.

This arrangement meant that peasants had a safe place to live and work, but it often led to them being exploited. In the feudal system, the peasants performed all the difficult agricultural work and produced all the food and services, while the knights, tenants-in-chief and king enjoyed all the benefits.

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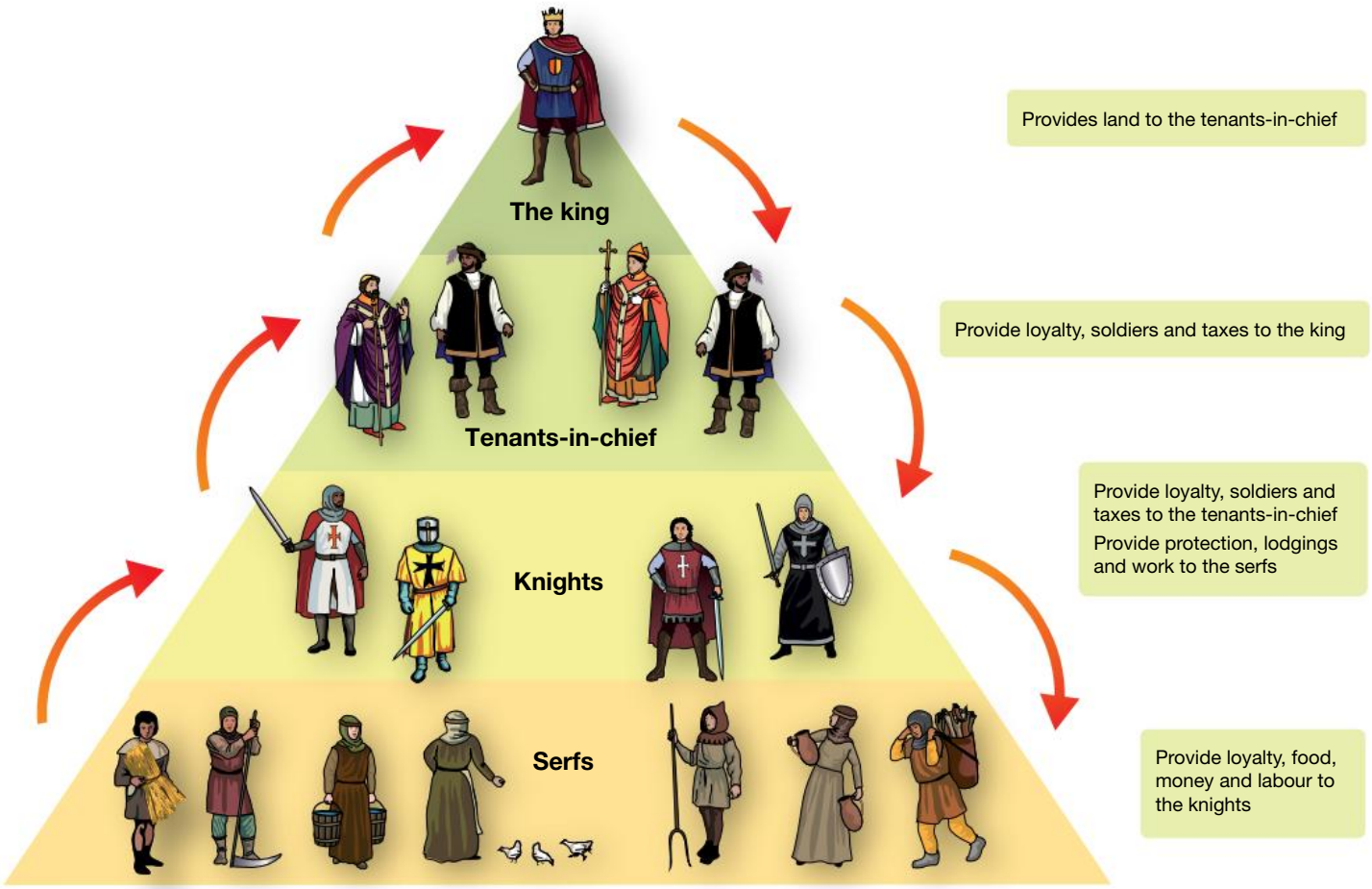

SOURCE 10.2 The feudal system

Medical knowledge

Medical knowledge in the 14th century was still generally Christian-religion-centric, and the popular view was that if a person was ill, it was because they had sinned against God and were being punished. In fact, before practising medicine on a patient, the first duty of a physician was to ask the patient if they had confessed their sins. Had it not been for the Greek physician Hippocrates in the 4th century BCE, and for the Roman physician Galen in the 2nd century CE, very little would have been understood about the human body at all. The theory of humorism, developed by Hippocrates and the Greek philosophers and applied to medicine hundreds of years later by Galen, began at this time to influence Medieval European medicine.

The theory of humorism proposed that there were four different types of fluid, or 'humors', in the body: blood, phlegm, black bile and yellow bile—and that a proper balance of each of these fluids was required for good health. The theory proposed that the four humors were connected with the four elements of nature: earth, wind, fire and water. Humorism often led to what we would today consider to be strange treatments for diseases. Although humorism was not a sound theory for the way the body worked, the Medieval Europeans learned a lot from humorism because it gave them an understanding that the human body was far more complex than they imagined. One aspect of humorism that certainly aided European understanding of medicine was its use of herbal remedies. Using natural products to try and 'balance the humors' led to improved medical understanding.

It was also common for Medieval European physicians to be trained in basic astrology, which was believed to have a strong link to medicine.

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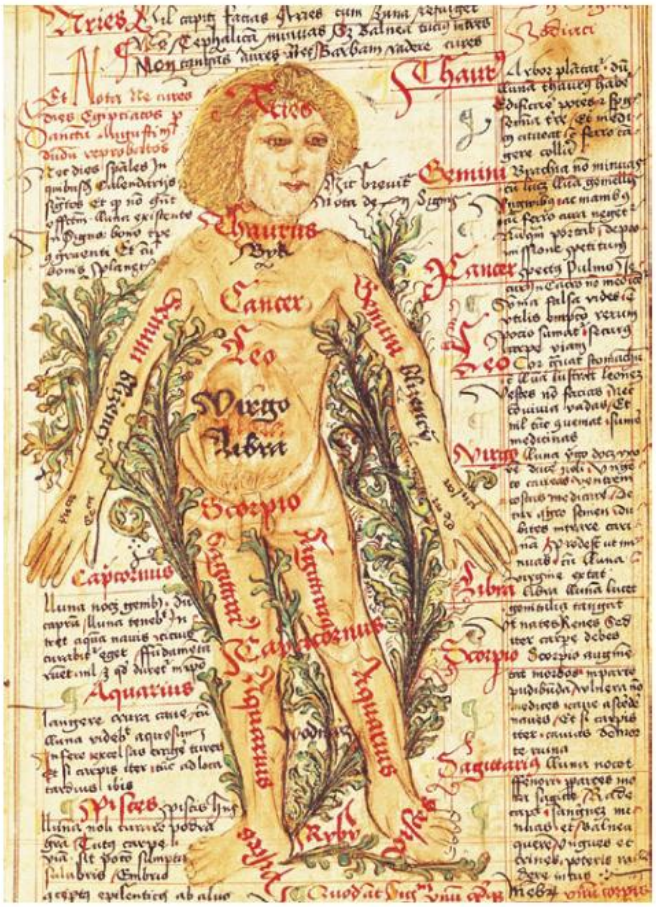

SOURCE 10.3 Medieval illustration showing the theory of how the stars influenced different parts of the human body

SOURCE 10.4 An image from 1360–1375 CE, showing a physician performing brain surgery (cutting across the head with a knife) while the seated patient prays

Go to OneStopDigital to learn how astrology influenced Medieval European medicine.

Read the chart to find out the recommendations for people born under each star sign.

ACTIVITY

Apply your knowledge

1 Considering what you have learnt about medieval medicine, explain whether you think Medieval European physicians would have been prepared to help people who had contracted a very contagious and deadly disease. Justify your answer with evidence from the text.

2 Design an iphone app for Revista tour participants called 'Your guide to medical knowledge in the 14th century'. How will you make it interesting or likely to sell? Include your design ideas in your blog.

Religion

During the 12th century, the Catholic Church became the most powerful religious institution in Europe—almost everyone in Europe was a Christian. The head of the Catholic Church was the Pope and the centre of its operations was Rome, Italy.

Nearly every part of a person's life was linked with religion and throughout their lives people would have a constant connection with the Church. This meant that the Church was able to influence people through its teachings. The Pope also held significant power and could influence government decisions because the Church had the backing of the people, and the government wanted to please the people; therefore, the government did what the Church wanted.

All the important phases of a person's life were conducted by the church: people were baptised at birth; as children they would learn Bible stories and be taught prayers; when they were old enough they were married by the Church; and at death the Church would conduct their funeral. People were also expected to attend regular Sunday church services and to celebrate between 40 and 50 'Holy days' throughout the year. The people also paid a **tithe** to the Church, which was usually 10 per cent of their income.

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Spotlight

Holy days

Holy days were days on which the church celebrated the lives of the Christian saints. Celebration of these days took on different forms. On some holy days there were feasts to celebrate and thank God for his goodness, while other holy days were solemn occasions in which followers were to reflect on God's mercy.

Some historians believe that the contemporary idea of Santa Claus originated in the medieval St Nicholas Day. Saint Nicholas was a bishop near Turkey in the 4th century, who was known for his care and generosity towards children—he would often give them presents. In Medieval Europe, St Nicholas Day was a feast celebrated on 6 December, where presents were given to children.

Several other saints' days that were celebrated by the Church in medieval times are still celebrated in modern times, often regardless of whether people are religious. These include St Valentine's Day and St Patrick's Day.

SOURCE 10.5 A modern-day picture of St Nicholas

SOURCE 10.6 Prayer was a common pastime in Medieval Europe, as shown in this painting from the 1300s CE

The significance of the Church's influence in people's lives also spread to medicine. The Church would commonly certify physicians to practise medicine and train them in spiritual matters as well as medicine. As stated earlier, the common medical teaching and belief of the Church was that those who were struck down with disease were being punished for sinning against God. Therefore, people who were sick needed to seek forgiveness for their sins before they could regain their health.

ACTIVITY

Check your understanding

1 What influence did the Church have on people's lives in Medieval Europe?

2 What did the Church teach about people who got sick?

Source question

1 What does source 10.4 tell us about the role of religion in medical belief in Medieval Europe?

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Apply your knowledge

1 a Write a headline for a newspaper article about life in the 14th century. Your headline should capture what you consider to be the most important aspect of this topic.

b In two sentences, explain your choice of the most important aspect of this topic.

c As a class, discuss what each student wrote as their headline, and why.

d After discussing this as a class, would you change your headline or keep it the same?

2 Research a holy day that was celebrated during medieval times. (Choose one that is not mentioned in the text.)

a Why was this day celebrated?

b Does this day have any connection to a similar celebratory day in modern times?

c Do any cultures still celebrate this day in its original format?

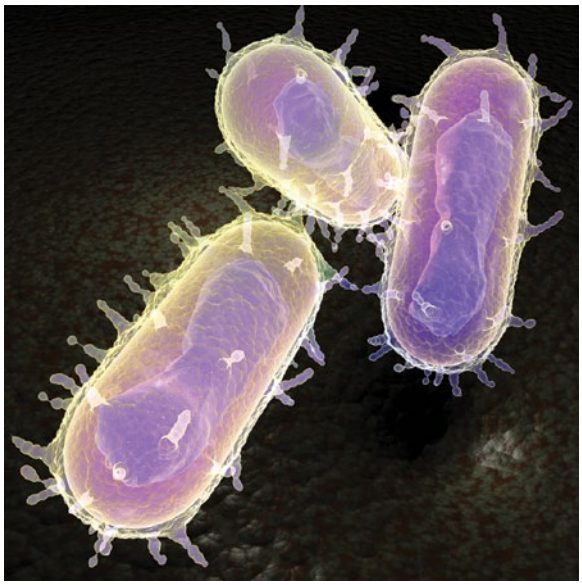
d Elise takes you to Medieval Europe to watch celebrations on your chosen holy day. You can participate if you like. In your travel blog, describe the events of the day so that a reader will understand how that holy day was commonly celebrated.

What is the Black Death?

The Black Death is a deadly disease that broke out in Asia, Africa and Europe between the late 1320s CE and 1352 CE. Initially, people did not refer to the disease as the Black Death—it was given this name many years later in the 1830s CE, in reference to the black colour of bulges, or buboes, that appeared on the skin of victims.

Causes and human transmission

No-one can be certain exactly what caused the Black Death, though its symptoms resemble the modern disease known as the plague, which occurs in three different forms and is caused by the spread of infection by the bacterium known as *Yersinia pestis*. Based on medical research conducted on an outbreak in the late 1890s CE, the Black Death is thought to have been a combination of the two most common forms of plague: bubonic plague and pneumonic plague.



SOURCE 10.7 A 3-D representation of the *Yersinia pestis* bacterium

Bubonic plague is the most common form of plague, and is spread by bites from fleas carrying a strain of the bacterium. Fleas most commonly live on animals—particularly rats—and in Europe, the plague was carried by fleas that lived on the black rat, a rat commonly found in cities at that time due to the unsanitary living conditions. Humans lived in close proximity to the rats, and hence were bitten by the fleas.

SOURCE 10.8 The black rat helped to spread the Black Death around Medieval Europe

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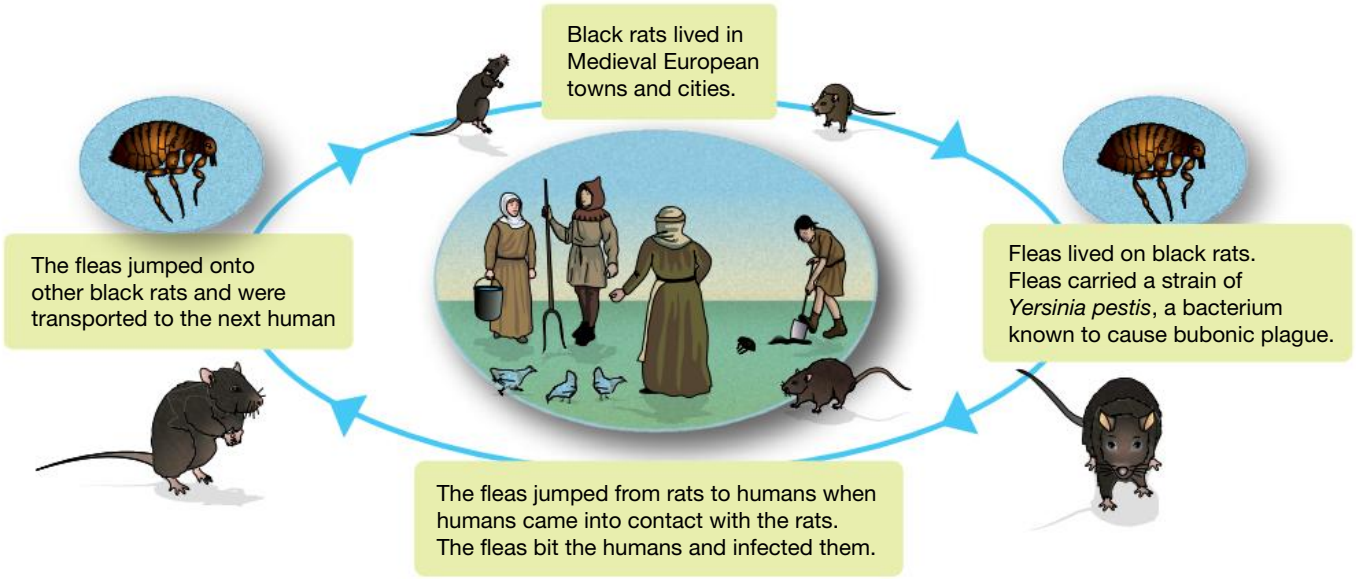

SOURCE 10.9 The link between fleas, rats and humans in the transmission of the bubonic plague, one of the forms of plague that resulted in the Black Death

Pneumonic plague is the second form of plague, and the bacterium is transmitted through the air and bodily fluids, much like the common cold. It infects victims through the lungs and is much more deadly than the bubonic plague.

As the Black Death was a combination of these two forms of plague, it spread via fleas on rats as well as directly between people.

Symptoms

The first symptoms of the Black Death included swelling of the tongue, fever and headaches, along with the emergence of large bulges on the skin, known as buboes. Buboes most commonly appeared under the arms, on the neck or in the groin. Initially, the buboes appeared as a red colour; then they turned purple; then, finally, they turned black, giving the Black Death its name. These first symptoms were followed by vomiting, pain and loss of motor control—so much so that people could not walk or move properly and their strange movements became known as the 'dance of death'.

All these symptoms appeared rapidly and most people who caught the Black Death died within a few days.

SOURCE 10.10 Image from a 16th century Italian manuscript showing victims of the Black Death covered in buboes

Origins

It is difficult to figure out exactly where the Black Death originated as there are no Medieval Asian sources that recount it. What *is* known is that the disease came from one of two regions in Asia: the steppe region in Central Asia or the Gobi Desert in the foothills of the Himalayas. What is common to both of these regions is that they were under Mongol rule at the time, and were in the heart of Asia.

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ACTIVITY

Check your understanding

1 What modern disease does the Black Death resemble?
2 What were the symptoms of the Black Death?
3 Which is the most deadly form of plague?
4 How is the plague transmitted from fleas to humans?

Apply your knowledge

1 a Research the bacterium *Yersinia pestis*.
  b Who discovered the bacterium and when?
  c What impact did this discovery have on people being able to recover from plague?
2 Create an educational poster to help people in the 14th century understand how the Black Death is contracted and what the symptoms are. You might like to look at a range of health warning materials to help guide you. Place a photo or electronic copy of your poster in your Revista blog.

The spread of the Black Death

Asia

The initial outbreak of the Black Death was in Central Asia sometime in the late 1320s CE. The disease spread quickly, most likely through the trade routes of Asia, to the far reaches of China in the south and Crimea in the west. The effects on the people of Asia were particularly devastating.

Africa

The disease continued to spread rapidly through infected merchants on trade routes. Once it reached the ports it would be able to travel across the seas on merchants' ships. In autumn of 1347 CE, the Black Death reached Africa through Egypt's largest port of Alexandria. In Alexandria, it killed 100 to 200 people each day in 1347 CE and, by the summer of 1348 CE, the number reportedly reached 1000 per day. From Alexandria, it travelled to Cairo and then throughout the Middle East with further devastating effects.

Europe

Kaffa: how the Black Death reached Europe

The Black Death is thought to have entered Europe through the port of Sicily in 1347 CE, via Genoese merchant ships arriving from the city of Kaffa in the Crimea (near present-day Ukraine). In the 1340s CE, Kaffa was a **fortified city** under the control of merchants from the Italian city of Genoa, who had established and maintained a trading port there. Kaffa was attacked by Mongol armies intent on taking the city for themselves, and a siege ensued. During that time, members of the Mongol army began dying of the Black Death. With their army being struck down at a rapid rate, the Mongols employed a new strategy—they catapulted the bodies of the dead over the walls of Kaffa. Contact with the bodies carrying the plague bacterium caused the city to become infected, and many Genoese also died. Those that survived fled the city on their ships, taking with them a deadly passenger: the Black Death.

The fleeing Genoese landed in the port of Messina in Sicily. In turn, the Sicilian people quickly became infected and closed their port to all ships. But it was too late to stop the Black Death—it spread throughout the Sicilian population and then beyond, into wider Europe.

The spread of the Black Death across Europe

Towards the end of 1347 CE, the Black Death was spreading quickly across Europe by land and sea. It reached the city of Constantinople in late 1347 CE. Constantinople was an important trading port, so the disease easily entered this port and, once there, people travelling from this port took it with them to other parts of Europe and the Mediterranean.

In the spring of 1348 CE, Southern France and most of Italy were suffering. Much of Spain was also infected in 1348 CE and, later that year, the plague reached England by sea. In 1349 CE it spread across England and to the other kingdoms of the British Isles and finally across the North Sea to Bergen. Germany was also affected in 1349 CE. By 1350 CE, the rest of Scandinavia, Slavic Europe and Russia had all suffered. By 1352 CE, there were only a few small pockets of Europe that were not affected, most notably a large part of Poland.

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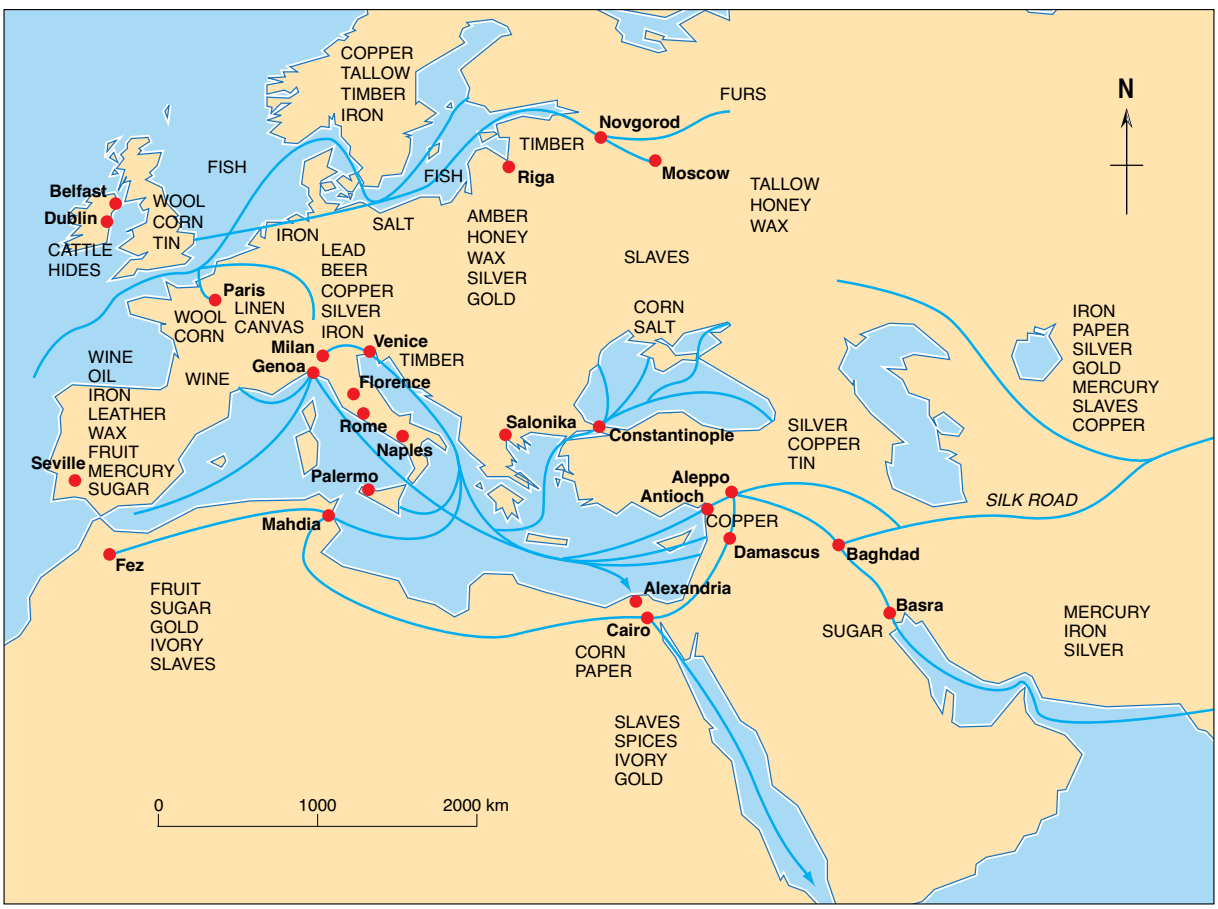
It so happened that in the month of October in the year of our Lord 1347, around the first of that month, twelve Genoese galleys, fleeing our Lord's wrath which came down upon them for their misdeeds, put in at the port of the city of Messina [in Sicily]. They brought with them a plague that they carried down to the very marrow of their bones, so that if anyone so much as spoke to them, he was infected with a mortal sickness which brought an immediate death that he could in no way avoid.

SOURCE 10.11 Michele da Piazza, an Italian chronicler and physician during the years of the Black Death in Italy, wrote an account of the Black Death's entry into Europe in his work *Cronaca* in the 1300s CE.

The role of trade

One of the most difficult questions to answer is how the Black Death spread so quickly, though it is thought that trade and the trade routes played a major role in this. The vast Mongol Empire under Genghis Khan developed a trade system that allowed goods to be moved with **caravans** from China across the Middle East, along a route known as the Silk Road. This route was very popular and used very heavily. The trade route developed by the Mongols can account for the initial rapid spread of the disease from China across land to the sea ports in the west. Once goods reached the sea, they travelled along sea trade routes to ports throughout the known world. These ports met up with other land trade routes, and in this way the spread of the disease continued.

When we map the spread of the disease, it becomes obvious that the land and sea trade routes were significant in enabling the rapid spread of the Black Death (see the map at the beginning of this chapter). It is interesting to note that there were not many trade routes in the region in and around Poland—and a large part of Poland remained unaffected by the Black Death.



SOURCE 10.12 The major medieval trading routes and the products traded

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SOURCE 10.13 A Mongol camel caravan

ACTIVITY

Check your understanding

1 Rewrite the following events regarding the spread of the Black Death in correct chronological order. Use the Dipity website to create a timeline and find an image for each event. Include your timeline in your travel blog.
   - Black Death arrives in England.
   - Scandinavia, Slavic Europe and Russia are affected.
   - Black Death arrives in Asia.
   - Black Death reaches Africa.
   - Italian merchants bring the Black Death to Europe.
   - Germany begins experiencing the Black Death.
2 Where was the initial outbreak of the Black Death thought to have been?
3 How did the disease spread to Africa?
4 How many are thought to have died in Alexandria each day by the summer of 1348 CE?

Source questions

Use source 10.11 to answer the following questions.

1 What information does this source give us?
2 How do we know if this source is accurate or not?
3 How useful is this source in giving us information about the spread of the Black Death to Europe?
4 How reliable do you think this source is? Give it a reliability rating between 1 and 10, with one being the least reliable and 10 the most.

Explain in two sentences why you have given this source that particular rating.

Apply your knowledge

1 Elise takes you to the siege of Kaffa in 1347 CE. Don't worry—your virtual self is in no danger of being harmed! You speak to a Genoese person in Kaffa who is not experiencing symptoms of the Black Death, but others in the city have begun to show signs of an illness. How does this person react? What does this person think is happening? Why does this person think that people are getting ill? What does this person plan to do? In your travel blog, record their responses. (Remember that people in 1347 CE did not know as much as we do about the illness, so the Genoese person should have ideas that reflect the knowledge at the time.)
2 Create a comic strip that tells the story of the Italian merchants from Kaffa and how they brought the plague to Europe. Use the website Toondoo or Comic Life software to create your comic strip.

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Reactions to the Black Death

Medical reactions to the Black Death in Europe

Medieval European medicine was not prepared for the Black Death. Doctors at the time still relied on knowledge and techniques that were up to 1000 years old. Aside from the pervading theory that illness was punishment from the Christian God, the most common medical belief was that the Black Death resulted from 'bad smells'. There was also a significant lack of trained doctors at the time; for example, in 1274 CE, there were only eight doctors in the city of Paris!

While there were very few trained doctors in Europe that were able to deal with the plague, there were attempts to address the problem, and a number of different treatments were prescribed for the disease as it ran its course. These included:

- sniffing pleasant-smelling herbs or potions, which stopped people from inhaling bad smells
- inhaling animal and human excrement to cancel out the bad smells
- using leeches to bleed out the 'bad blood' from the veins of the sick
- cutting out the buboes to remove the 'bad blood'.

As you can probably imagine, these treatments all proved useless against the horrors of the Black Death.

SOURCE 10.14 In this 15th-century painting, a Black Death patient (who appears to be a king) is treated with leeches

Black Death doctors

Doctors were hired by towns and governments to take care of those infected with the Black Death and to record the number of deaths from the disease; though often, due to the lack of doctors, the people that were hired did not actually have any special medical training. Such people called themselves doctors, or pretended to have medical training when they did not. It was difficult to distinguish between those who did and did not have training at the time.

Black Death doctors (whether trained or untrained) were well known for their distinctive clothing: they usually wore a long, dark coat and a specially designed mask that resembled a bird's beak, which held scented materials in it.

SOURCE 10.15 An 18th-century Italian painting depicting a beak doctor in Venice at the time of the Black Death

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The scented materials were supposed to protect the doctors from the bad smells it was believed were causing the plague. Their beak-style mask earned them the name 'Beak doctor'.

These doctors, however, usually had very little success in helping those with the Black Death. It is not surprising that not only could the doctors not help the ill people, but they also often fell ill themselves, or simply stopped treating people out of fear of falling ill. For example, in 1347 CE, Pope Clement VI hired 18 doctors to operate in Venice at the initial outbreak of the Black Death. One year later, only one doctor remained after five had died from the disease and 12 had fled.

ACTIVITY

Check your understanding

1 a What did most doctors think caused the Black Death, aside from punishment from God?
  b How did they try and treat this cause?
2 a What was a beak doctor?
  b Why did they wear such strange outfits?
3 How successful were doctors in curing patients from the Black Death?

Apply your knowledge

1 Create a podcast interview with a 'Beak Doctor' where he advises the population on the correct (medieval!) ways to treat and avoid the Black Death.

Christian and Islamic reactions to the Black Death

The Black Death increased people's awareness of death, judgement and salvation. People felt that heaven and hell were closer than ever before, so the importance of salvation increased. Christianity was the most popular religion in Europe at the time, and Islam was a very powerful and widespread religion throughout the rest of the known world. Both religions influenced their followers greatly, but neither managed to offer its followers any resistance against the Black Death.

SOURCE 10.16 This 15th-century painting by South-Netherlandish painter Josse Lieferinxe depicts a local priest praying to Saint Sebastian for help for victims of the Black Death

Islamic theologians gave their followers three unhelpful principles to follow:

1 The faithful should not flee the Black Death, as the disease was the will of the Islamic God, Allah.
2 Death by plague was punishment for those who did not believe, and salvation for those that did.
3 As Allah chose who fell sick, those who claimed that the disease was contagious were wrong.

The Catholic Church attributed the plague to the judgement of God on sinful people.

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It believed that, similar to the plagues on the Egyptians in the Old Testament of the Christian Bible, humanity had sinned against God and judgement would follow. The only hope to ensure the end of the Black Death was prayer and asking God for forgiveness.

The Catholic Church also faced two major difficulties at this time. First, the Catholic Church taught and licensed physicians to deal with the Black Death. This meant they shouldered much of the blame for the failure of physicians to cure the disease. Second, many followers felt abandoned by the Church when parish priests fled their congregation to try and get away from the Black Death. This meant that those who needed spiritual services—comfort for the sick, administering of the last rights, and burial services—were neglected.

Flagellants

At the height of the devastation of the Black Death, some Christian men and women began arranging themselves into groups to confront the problem. There tended to be three different types of groups: the charitable groups, who would help the poor and bury the dead; the lauds-singers, who would sing and pray for those affected; and the **flagellants**.

SOURCE 10.17 Flagellants

The flagellants were considered to be radicals in the Catholic Church who would whip themselves and each other as penance for their sins and the sins of others. This was known as flagellation. The whips used by the flagellants were made of leather, but also had sharp pieces of stone embedded in them, which took out chunks of flesh when used. While flagellation was practised by a small number of monks prior to the 14th century, during 1348 CE it became exceedingly popular and, with the exception of England where the practice was not widespread, thousands of flagellant groups started up all over Europe.

> There were men who did public penance and scourged themselves with whips of hard knotted leather with little iron spikes. Some made themselves bleed very badly between the shoulder blades and some foolish women had cloths ready to catch the blood and smear it on their eyes, saying it was miraculous blood ... The object of this penance was to put a stop to the mortality.

SOURCE 10.18 An extract from *Chronicles, Book I*, by French chronicler Jean Froissart, published in 1373 CE

Flagellants would walk through towns and cities in groups of 50–300 people, following very specific guidelines and rules about how to whip themselves in order to pay proper penance. The flagellants were seen as martyrs who atoned for the sins of the world and did so to avert further suffering from the Black Death and other afflictions. Many thousands of people would turn out in towns to watch the flagellant processions and most townspeople regarded a visit by the flagellants as a privilege and honour.

After they had finished their procession, flagellants would talk to the people of the town about religious ideas. Sometimes this took the form of a public sermon, while other times it was simply informal conversations.

Throughout 1348 CE, the groups remained well organised; however, by 1349 CE, flagellants were becoming increasingly radical. Authorities began to crack down on unusual and illegal behaviour by many of the groups—it became clear that some of the people in or running these groups

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were more interested in manipulating people than in proper religious practice or helping those with the Black Death. By the end of 1349 CE, the Catholic Church and most governments in Europe had condemned the flagellants, and by the following year the movement was almost completely gone. However, one idea that the flagellants spoke about would have a lasting consequence. This idea was anti-Semitism (prejudice against Jewish people).

ACTIVITY

Check your understanding

1 What types of people would normally join the flagellant movement?

2 What did the Catholic Church think of this movement?

Source questions

Use source 10.18 to answer the following questions.

1 How does Froissart describe the flagellants?

2 a What did some women at the time try and do with the blood of the flagellants?

b Why would they do this?

3 How useful is this source to a historian who was studying flagellants? Why?

Apply your knowledge

1 Elise takes you to see a flagellant procession in France in 1348 CE. In your travel blog, write about what you saw and heard.

Persecution of Jewish people

Jewish people made up about 1 per cent of the population of late Medieval Europe. Throughout the 12th and 13th centuries, Jews had been accused of and punished for a number of alleged crimes. These included the ritual murders of children and mistreatment of the Christian Holy Communion. As the Black Death moved through a number of communities with no medical explanation, the need to blame someone for what was happening increased. In a number of different countries across Europe, a rumour began to spread that Jews had been poisoning the water in wells and releasing poison gas into the air, and that it was this poison that was causing the disease and making people ill.

The most distinguished medical school in Europe, the University of Paris and the Catholic Church all made assurances that Jews were not responsible for the disease, but that did not matter. Extremists all around Europe began to call for the trial and execution of Jews for what was seen as their conspiracy against Christian Europe.

Fortunately, the governments and churches of most European countries made efforts to minimise the persecution of the Jews. This did not, however, stop the persecution. In Germany, there was no strong central government to quash the persecution and, as a result, thousands of Jews were burnt alive and massacred all across the country. German Jewish people consequently began to migrate to other countries and were offered protection by the king of Poland in particular. Similar atrocities also occurred in many other European countries.

> The Jews were suddenly and violently charged with infecting the wells and water, and corrupting the air. The whole world rose up against them cruelly on this account. In Germany ... they were massacred and slaughtered by Christians, and many thousands were burned everywhere, indiscriminately.

SOURCE 10.19 An extract from *Chronicle*, by French chronicler Jean de Venette, published in 1368 CE

SOURCE 10.20 A painting from 1493 CE depicting Jews being burned alive during the time of the Black Death

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ACTIVITY

Source questions

Use source 10.19 to answer the following questions.

1 What were the Jewish people accused of, according to Jean de Venette?

2 a Do you really think 'the whole world rose up against them'?

b Why does the writer use this figure of speech?

3 How reliable do you find the account of Jean de Venette? To make a sound judgement, do some research into the life of Jean de Venette.

Effect of the Black Death on the populations of Asia, Europe and Africa

Initial problems

It is very difficult to confidently provide a definitive figure for the number of people who died as a result of the Black Death. Primary and secondary sources give conflicting accounts of both the number of people who died and the number of people living in the world at the time. It is also difficult to distinguish between deaths caused by the Black Death and deaths resulting from other causes such as old age, famine, war and non-plague-related illnesses.

Primary and secondary records

Studying narrative medieval accounts

Many medieval authors made claims about the number of deaths in particular regions. A chronicler from Burgundy claimed that only one in 10 people in Europe survived, while French chronicler Jean Froissart claimed that one-third to one-half of the population of the entire world died. These are without doubt exaggerated accounts and we can be confident that they are unreliable. In fact, a number of medieval accounts were written by people who had never travelled beyond their own town or city. The facts and figures that many chroniclers recorded actually came from merchants or armies who had travelled to various regions and made observations, then returned to their homeland and reported these observations to chroniclers and other people.

> The poet Boccaccio claimed 100 000 dead in Florence, and a Paduan chronicler used the same number for Venice. Robert of Avesbury said over 200 died each day in London, Jean Venette stated that 500 died each day in Paris ... Agnolo di Tura claimed 52 000 dead in Siena; Friar John Clynn reported 14 000 dead in Dublin; and a Flemish chronicler wrote that 62 000 died in Avignon in just three months. All told, 97 of the 407 European chronicles studied by historian Samuel Cohn provide some estimate of the death toll, but none of them may be considered reliable as exact figures.

SOURCE 10.21 Extract from *The Black Death*, by historian JP Byrne, 2004

Studying church records

In Medieval Europe, church parishes would often keep records of births, deaths and marriages in their local area. Unfortunately, even if historians were to put together such records from a number of regions, they would not get a clearer picture of death rates from the Black Death because the records often contain gaps and are therefore unreliable. In fact, of all the European parish records that have been found, only three contained separate burial records for deaths from the Black Death and deaths of another nature.

ACTIVITY

Check your understanding

1 What insights can medieval narrative accounts give us about the Black Death?

2 Can medieval narrative accounts give us any other information that may help us to understand this period of time?

3 Why don't church records give us accurate numbers of deaths resulting from the Black Death?

Source question

1 In source 10.21, why does Samuel Cohn believe that these figures only provide an estimate of the death toll?

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Current estimates of deaths resulting from the Black Death

Europe

As estimates can vary widely, many historians these days are reluctant to commit to a specific figure to represent the number of deaths from the Black Death. In the 1980s and 1990s, the most common estimates for deaths in Europe were in the region of 20–25 per cent of the population at the time. Recently, however, historians have been revising estimates as new information and documentation has been discovered. More recent estimates for deaths in Europe are in the region of 33–40 per cent of the population at the time. Mortality was considered to be higher in rural regions than in cities, which complicates the overall figures. The one consistency about these estimates is that the more we uncover about the population changes and deaths during this period, the higher the estimated death toll becomes.

> It would be reasonable to estimate the death rate in 1348–9 at about half of the English population. Its effects were universal, and no village, town nor region for which records exist escaped. If the total population [of England] stood at 5 or 6 million, there were 2.5 or 3 million casualties.

SOURCE 10.22 Extract from *Making a Living in the Middle Ages*, by English professor of history C Dyer (University of Leicester), 2003

SOURCE 10.23 *Triumph of Death*, oil painting, c. 1562 CE by Pieter Bruegel the Elder. This type of painting is typical of artworks following the Black Death, which depicted death on a grand scale.

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SOURCE 10.24 The plaque on Custom House Quay in Weymouth, England, which was the first port through which the Black Death reached England. At the time the plaque was erected, it was widely believed that 30–50 per cent of the population of England had died.

Asia and Africa

It is difficult to estimate the effect of the Black Death on the populations of Asia and Africa, as there are few sources available—there are considerably more sources available for Europe. It is largely accepted, however, that the Black Death originated in Asia and is thought to have claimed the lives of five million people in the Hubei province in China in the early 1330s CE. This represented 90 per cent of the population in that province.

The estimated death toll from the Black Death in China overall is 25 million. However, the Black Death was not the only threat to life during the 14th century in China—the Chinese also experienced many famines at this time. The combination of famines and the Black Death resulted in the population declining from 125 million in the year 1200 CE to 65 million by the 1350s CE.

The Middle East also suffered high losses during the Black Death: Iraq, Iran and Syria lost approximately one-third of their populations. The Black Death also had a devastating effect on North Africa, where it killed approximately 40 per cent of Egypt's population after entering the port of Alexandria in 1347 CE.

ACTIVITY

Check your understanding

1 Are the rates of mortality significantly different in Asia, Europe and Africa? Why do you think there is or is not a significant difference?

Source question

1 a What is the estimated death rate for England in source 10.24?

b Do you find this to be a reliable figure? Give your reasons why or why not.

Apply your knowledge

1 Research on the internet. Draw up a table with a comparison of the percentage of people suspected of dying from Black Death in each continent, from the information given.

2 Elise takes you to visit a Catholic priest in Rome in 1348 CE. You spend three days with him, observing his activities. Write a short blog in your travel blog for each day you spent with the priest. Consider these questions when writing your diary entries: What responsibilities did the priest have during this time? Why might the priest not have kept accurate records of those who died from the Black Death?

Effects of the Black Death

Short-term effects

Labour shortages

The drastic drop in population caused by the Black Death between 1347 CE and 1352 CE resulted in labour shortages. Initially, the smaller population was advantageous. The people had the same amount of food, equipment, products and services as were available before the Black Death struck, and fewer people meant that everyone received more when such things were equally shared—especially food. However, the lower populations also meant fewer people were available for labour.

People from all types of occupations died from the Black Death—shoemakers, teachers, priests, gravediggers, artists, metal workers, stonemasons and so on. The death of these people resulted in fewer skilled people who were able to work such jobs. Even more problematic was the fact that not only were these jobs not being filled, but there were also fewer people to teach their trades.

However, the labour shortage was actually advantageous for those skilled workers who did survive because it meant that they were in demand and could charge very high rates for their work. As most labourers were from the peasant

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class, it meant that they could earn money at a rate they had never known before. While this was a period of general labour shortage, it is sometimes called the 'golden age of labourers' because of the high rates that the remaining few skilled workers could charge. This 'golden age' did not last long, however, as the governments of various European countries introduced laws that limited how much workers could charge.

Weakening of feudal structures in Europe

The Black Death had serious consequences for the distribution of land and power in Europe. As we have learned, since the early 9th century, the social structure in Europe operated under the feudal system, which meant that kings, tenants-in-chief and knights held land while the peasants worked the land, and there was a reciprocal system of obligation between the classes in the form of payment of taxes, protection and labour. In the outbreak of the Black Death, the economic, military and social power of landholders had decreased significantly. There was far less incentive for peasants to stay and work the land for feudal lords—they could earn more money doing jobs other than farming. Landholders also found it more difficult to protect their workers during this time. All of this weakened the feudal system.

While the **Hundred Years War**, new markets and goods and the rise of wealthy towns also contributed to the breakdown of the feudal system, the Black Death was a contributing factor in hastening the demise of feudalism.

Social effects

The Black Death did not discriminate according to social class; it wiped out similar percentages of people from all classes, from the upper nobility to the peasants. While before the Black Death there had always been considerably more peasants than people in upper classes, there had also been enough people in the upper classes to keep the peasants on the 'bottom rung' of the ladder. Yet after the Black Death struck, though it diminished the numbers of people in all classes, there were as a result even fewer members of the nobility to keep the peasants under control. The upper classes began to feel uneasy.

The fact that there were fewer members of the nobility also impacted on inheritance. Inheritance

SOURCE 10.25 Artwork from 1538 CE by Hans Holbein the Younger, depicting a child being kidnapped by Death during the Black Death outbreak

was traditionally passed down to the eldest son, who was heir to the family fortune. In medieval times it was quite difficult to produce a male heir because only one in every four children lived beyond the age of 10, but a consequence of the Black Death was that 75 per cent of all noble English families failed to produce an heir for two generations, because so many males had died from the disease. This meant that some old noble families died out and new families replaced them. It also led to the practice of men deliberately marrying rich widows to gain the fortune that was left to them. All of this made it easier than it had been for a number of centuries to rise to another class. This movement between classes was known as social mobility.

Another social effect of the Black Death was a decrease in individual standards of morality during the outbreak and in the period immediately following. The percentage of people breaking laws increased during this time as the threat of impending death changed people's views about acceptable behaviour.

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Peasant uprisings

One of the most important immediate effects of the Black Death was the peasant uprisings that became common during this period. The weakening of feudal structures was the first aspect of social life that enabled the uprisings. Law was usually upheld by local landholders, but during the Black Death the economic, military and social power of landholders had decreased. This meant it was much more difficult for those in power to maintain it when an uprising began.

The labour shortages also contributed. The restrictions that had been placed on wage-earning of the labourers in the peasant classes outraged them: during the 'golden age', they were finally given an opportunity to earn significantly more money than ever before, but the government had placed a limit on this.

Finally, the rise of social mobility meant that peasants felt more than ever that it was possible for them to ascend into the nobility. With this increased sense of social mobility came the momentum to stand up against exploitation by the upper classes, which relied upon and took advantage of their hard work.

Three major uprisings broke out as a consequence of these social and economic tensions: the Jacquerie rebellion in France in

Spotlight

The Peasants' Revolt, England, 1381 CE

One of the most significant peasant uprisings in Medieval England was the Peasants' Revolt of 1381 CE. Workers had received increased wages and enjoyed new rights in the years just after the Black Death, but in each year that followed, more and more of these rights were being taken away. Not only were these people losing rights, but they were also being forced to pay higher taxes, as England was at war with France. The peasants had had enough, and decided to fight to maintain the rights they had left.

The uprising began in Essex and quickly spread across much of south-east England. The rebels decided that they would march on London with a list of demands for King Richard II. The king said he would grant all demands if the rebels would go home in peace. Some of the rebels did leave, but others stayed and stormed the Tower of London, executing some of those inside, including the Archbishop of Canterbury. King Richard was inside the Tower at the time, and feared for his life.

The next day the king managed to regain control and execute those responsible for the storming of the Tower of London. The king then withdrew his promise to meet the demands of the peasants.

SOURCE 10.26 Illustration depicting London's mayor killing the leader of the rebels during the Peasants' Revolt, c. 1385–1400 CE

SOURCE 10.27 Illustration of King Richard II meeting with rebels during the Peasants' Revolt, from Jean Froissart's *Chronicles*, 15th century

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1358 CE, the Ciompi industrial rebellion in Florence in 1378 CE and the Peasants' Revolt in England in 1381 CE. In each of these uprisings, the peasants experienced initial success to varying degrees. These revolts can be seen largely as indicative of the internal instability in these countries at the time. Significant amounts of property were destroyed and the lives of many were lost. In each instance, those in the upper classes eventually gained back power, but the peasants made substantial gains. These revolts were an important reminder to the upper classes that they could not continue to exploit peasants for a sustained period of time.

Go to OneStopDigital to read about the final meeting between King Richard II and the leader of the rebels from *Anonimalle Chronicle*, a chronicle written at the time.

ACTIVITY

Check your understanding

1 How did the peasants demonstrate that they were unhappy with how society was being governed?

2 a Why did King Richard II immediately promise to accept the peasants' requests in the Peasants' Revolt of 1381 CE?

b Why did King Richard II eventually decide not to honour his promise to the peasants?

Apply your knowledge

1 Elise takes you to a peasant's farm in England in 1380 CE, a year before the Peasants' Revolt. The peasant is unhappy with his work conditions and explains to you why. In your travel blog, record what the peasant tells you.

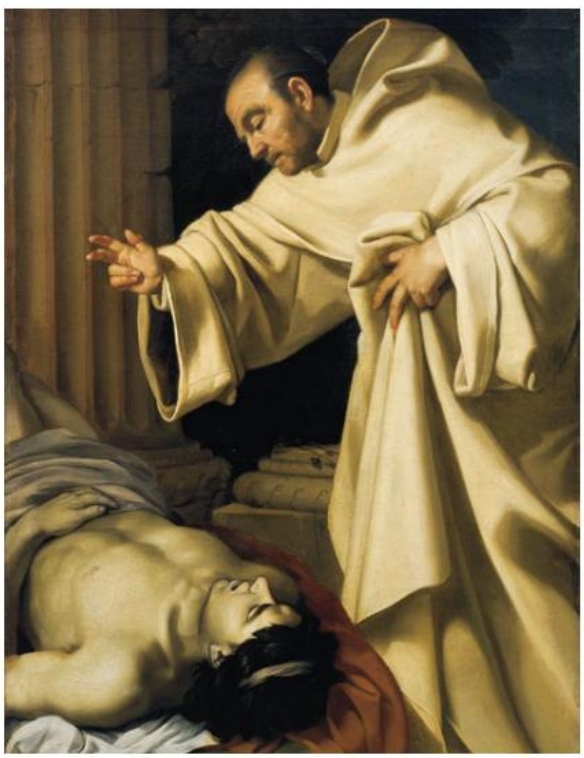
2 a Join three other classmates to form a group of four. Each member in the group must become an expert in a short-term effect of the Black Death. Each group member should research at least seven points on their designated topic.
- Student 1: Labour shortages
- Student 2: Weakening of feudal structures
- Student 3: Social effects
- Student 4: Peasant uprisings

b Create an information sheet to give out to everybody else on the Revista tour on your specific area. Record the information sheet in your blog.

Long-term effects of the Black Death

Christianity and Islam

We have seen that the reactions to the Black Death by leaders in the Christian and Islamic religions were inadequate. It was clear that the people felt that their religion had failed to provide them with the type of physical and spiritual support they had expected. Many people have suggested that, in Europe, the discontent in Christianity that would ultimately be displayed in the **reformation** began during the Black Death. These shortfalls led to a weakening in power over society in general, both in the Catholic Church and the Islamic faith. The power over governments that the Catholic Church had held also decreased as public dissatisfaction with the religion increased.



SOURCE 10.28 A monk blesses a plague victim, 17th-century French artwork

Repeated outbreaks

The initial Black Death outbreak was not the only one. In fact, nearly four centuries of repeated outbreaks followed. By 1361 CE, it appeared that much of the European, Asian and North African populations had begun to return to their pre-plague levels. In the spring of 1361 CE, however,

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a second outbreak of the plague broke out in Europe. From this point onwards, the Black Death recurred every few years for the rest of the 14th and 15th centuries. The effects were not as devastating as the first outbreak, and the subsequent outbreaks did not last as long as the first one, but the decline in populations continued in Europe until the 17th century. As a result, people lived in fear of repeated outbreaks for centuries.

The beginnings of modern medicine

One of the most important legacies of the Black Death was the realisation that the medical system was insufficient. Medical practices had changed little in the 1000 years between the time of Roman physician Galen in the 2nd century and the time of the Black Death. It was clear during the Black Death that physicians were not able to cope with the spread of such a disease and, as a result, doctors and physicians began to develop new medical solutions that resulted in a shift in the medical system. The Black Death therefore marks the beginnings of the transformation from medieval medicine into the clinical medical practices that became a mark of the 17th century.

SOURCE 10.29 Artwork created in 1656 CE to demonstrate the use of various medical instruments in the 17th century

ACTIVITY

Check your understanding

1. How did the Black Death affect religion in the long term?
2. How long did the plague continue to affect Europe?
3. What positive effect did the Black Death have on the field of medicine?

Apply your knowledge

1. Write a paragraph about the significant long-term effects of the Black Death.
2. Create an information sheet to give out to others on the Revista tour on your specific area. Include the sheet in your blog.

Modern legacies of the Black Death

The impact of the Black Death on Europe, Asia and Africa during the 14th century was immense. Today there is still much concern about the potential outbreak of a disease that will have an impact similar to that of the Black Death. Modern medicine has had to deal with the possibilities of how it would be prepared for such a devastating disease.

The threat and use of chemical warfare is something that is feared in today's society. The story of Kaffa and how the Black Death spread to Europe could be seen as one of the first examples of chemical warfare, and may have been the birth of modern chemical warfare. While we have some limited evidence of the use of chemical warfare in ancient times, this is one of the first recorded in medieval times, and is an unfortunate legacy of the period.

The Black Death also saw the separation of medicine and religion. In medieval times, religion was virtually inseparable from the rest of a person's life, including their physical and mental health. Due to the failure of the Church in dealing with the threat of the Black Death, ideas about medicine and religion began to separate. Increasingly, physicians were trained by universities rather than the Church. Today, while there are hospitals and medical care facilities that have links to religious organisations, medicine and religion are seen as separate institutions.

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History challenges

Brainstorm

1. Take five minutes to consider what you believe to be the most important impacts of the Black Death and write down the 10 most important words you associate with the Black Death in Asia, Africa and Europe.
2. Form groups of five students and share the words you have come up with.
3. Present your brainstorming in the form of a 'wordle'. Go to OneStopDigital to access the wordle website. Click on the 'Create' tab. Type in your group's 50 words in the 'Paste in a bunch of text' box. Don't worry if there are repeated words among your group's 50 words—type them all, as many times as they are repeated in your group. Once all the words have been entered, click 'Go'. The most common words will appear the largest in the wordle.

Create a class wiki

1. Students in the class should form five groups. Each group is to present two pages of information in answer to one of the questions below.
   - Group 1: What was life like in the 14th century?
   - Group 2: What role did trade play in the Black Death?
   - Group 3: What were the causes of the Black Death?
   - Group 4: What effect did the Black Death have on the populations of Asia, Europe and Africa?
   - Group 5: What were the long-term effects of the Black Death?
2. What role did lack of medical understanding play in the way people reacted to the Black Death?
3. A representative of each group is to upload that group's information to a wiki. A free wiki can be found at OneStopDigital.
4. When all the information is uploaded to the wiki, review the information as a class. Class members can add to or edit the information if necessary. You could also share the wiki with other classes.

Create a museum display

1. Imagine that you and a partner have been chosen to create a museum display for a new online Black Death exhibition.
2. You and your partner will need to find 12 'artefacts' from the internet that best tell the story of the Black Death and its impact on Europe.
3. For each artefact, write two sentences explaining how this artefact helps someone understand an aspect of the Black Death. These explanations will be the captions for each artefact.
4. Combine all your artefects and captions into an electronic presentation of your exhibition. You could use PowerPoint or online presentation software such as Prezi. (The link for Prezi is at OneStopDigital.)

Write a play

1. You are to write a short play that focuses on the experiences of a common person in Italy in the years 1340–60 CE.
2. Your play will need to have three acts.
   - Act I—1340 CE: Life before the plague
   - Act II—1350 CE: Life and changes during the plague
   - Act III—1360 CE: Life after the plague
3. In writing your play make sure you include details and activities of common people. These are found throughout Chapter 10.
4. Once you have written your play, organise a cast (use some members of your class) to act it out.

Write an essay

'What role did trade play in spreading the Black Death?' Make sure you use the History skills in Chapter 1 to help you.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Chapter 11

The Spanish conquest of the Americas (c.1492–c.1572 CE)

An Aztec mosaic mask representing the god Tezcatlipoca, c. 1500–21 CE

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- sequence historical events, developments and periods
- use historical terms and concepts
- identify a range of questions about the past to inform a historical inquiry
- identify and locate relevant sources, using ICT and other methods
- identify the origin and purpose of primary and secondary sources
- locate, compare, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources
- identify and describe points of view, attitudes and values in primary and secondary sources
- develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

1. What were the significant features of Aztec society?
2. What were the key social groups in the Aztec Empire?
3. What were the beliefs, values and practices of people in the Aztec Empire?
4. What were the effects of Spanish contact with the Aztecs?
5. What people or groups from the time of the Spanish conquest of the Aztec Empire have influenced the world today?

Introduction

I came to find gold, not to till the soil like a peasant. You know that we Spaniards suffer from a disease of the heart that can only be cured with gold.

Hernan Cortés on why he journeyed to South America

THE SPANISH CONQUEST of the Americas is a captivating story of exploration, riches, greed, devastation and death. Both the Aztec and Inca civilisations, which lived in what we know today as Central and South America, began to come under threat from European explorers during the late 15th century. We will focus on the Aztecs in this chapter.

The Aztec civilisation was one of the most spectacular in the world, and at its heart was the engineering masterpiece of the Aztec capital, Tenochtitlan. However, the prosperity and wonder of the Aztecs came to an end with the arrival of Hernan Cortés and his Spanish conquistadors.

KEY TERMS

See OneStopDigital for a drag-and-drop exercise using the key terms.

canal	an inland waterway or channel
causeway	an elevated road over water or land; some are revealed only at low tide
chinampa	a small floating piece of fertile land used for agriculture
codex	in the Aztec context, the name given to a document written by the Aztecs, which uses mainly pictures to tell a story
death mask	a cast taken of someone's face after they have died
***encomienda* system**	a system of land and labour distribution developed in New Spain by the Spanish king
glyph	a symbol or image used to represent words
maize	corn
mole	a spicy Spanish sauce that often contains chocolate
mosaic	the art of decorating something with small pieces of coloured material, such as stones, glass, ceramic tiles or shells
Nahuatl	language spoken by Aztec people
obsidian	a glassy black rock formed by rapidly cooling lava
patolli	an Aztec board game played for leisure, but which also had a heavy focus on gambling
patron god	a god that is a guardian or protector of something in particular; e.g. Chicomexochtli was the patron god of artists
reclaimed land	creating new land from sea or riverbeds
Sapa Inca	the ruler of the Incas
smallpox	a highly contagious disease; it was deadly in medieval times to those who were not immune to it
tamale	traditional Spanish food where a corn-based dough is stuffed with meats, cheeses, vegetables and chillies and boiled wrapped in a leaf
tlachtli	a ball game played by the Aztecs for religious and entertainment purposes
Tlaxcalans	a native tribe that was under Aztec rule; during the Spanish conquest they formed an alliance with Spain

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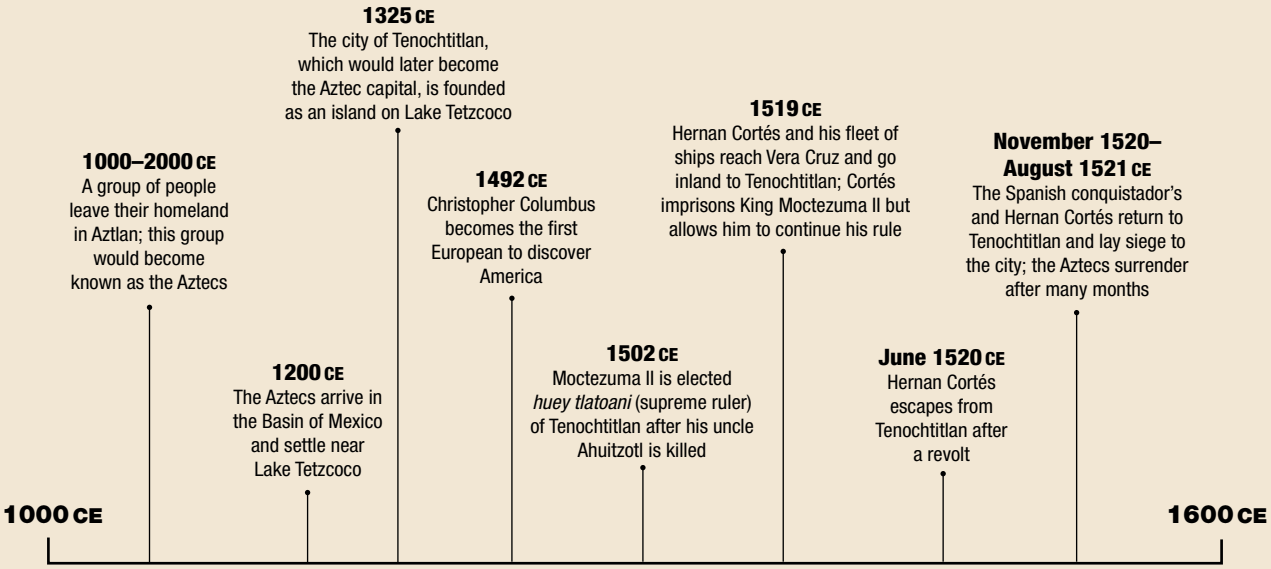
The Aztec Empire in the early 1500s CE

Timeline of key dates



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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. In this column write down anything you know about the Spanish conquest of the Americas.
3. Title the second column 'Puzzle'. In this column write down the questions you have about the Spanish conquest of the Americas.
4. Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
5. Discuss the answers as a class.

Welcome, traveller! You have chosen to take part in the in-depth Revista Tour of 'The Spanish conquest of the Americas'. I'm Ismet, and I'll be your tour guide. Enjoy your trip.

Inhabitants of the pre-Columbian Americas

During medieval times, a people known as the Aztecs inhabited the area we know today as Central America. This region during this period of time is also known as the 'pre-Columbian Americas', because it was the period of time before Christopher Columbus discovered those lands. The Aztecs were originally called Mexicas, and were from a place known in Aztec mythology as Aztlan—the actual location of Aztlan is not known. They immigrated to Central America and settled there. Over time, the Aztec civilisation grew to be a vast empire, and became one of the most impressive tribal civilisations the world has ever known in terms of engineering.

At the beginning of the 13th century, the Mexicas/Aztecs arrived at the Basin of Mexico and encountered many powerful tribes. They formed an alliance with the Acolhuas of Texcoco and the Tepanecs of Tlacopan, in what became known as the Aztec Triple Alliance. This alliance defeated other powerful tribes in the region and the Aztecs came to dominate this region of Central America.

SOURCE 11.1 A man traditionally dressed as an Aztec warrior for a festival in Mexico

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The Aztec way of life

Social organisation of the Aztecs

The Aztec Empire covered an enormous area of about 220 000 square kilometres and at its largest it comprised more than 15 million people.

In 1500 CE, the population of the Aztec capital city, Tenochtitlan, is estimated to have been more than 250 000 (at the same time, London's population was only 50 000 and Paris' was 200 000). Due to its size, the empire needed a steady government, a rigid social system and a fearsome army in order to function effectively.

SOURCE 11.2 Map showing tributes and resources extracted from Aztec regions and given to the city of Tenochtitlan

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The Aztecs paid for all their administration costs by forcing their conquered territories to pay taxes and tributes to them. Native Aztec citizens were also required to pay taxes.

Aztec society was highly organised, and divided into a number of main groups.

Ruling class

The ruling class consisted of two people.

- *Tlatoani*: The *tlatoani* was the king. He was the commander-in-chief of all armies and had complete control over the society. The king was chosen as the most able person among the relatives of the previous king. He was elected by important officials, priests and warriors. Acamapichtli is considered to have been the first king of the Aztecs, and he ruled from 1372 CE to 1391 CE.
- *Cihacoatl*: The *cihacoatl* was the 'snake woman' ... who was actually a man! Aztec religion stated that the world was created with both male and female principles and, as such, the Aztecs believed that they should have a 'male' leader and 'female' deputy. The reason that the *cihacoatl* was not actually a woman probably reflected the fact that women in Aztec society were not appointed as high government officials. The *cihacoatl* was an advisor to the king and he dealt with the everyday running of the empire. He was the head of the high court and acted as ruler when the king was absent.

Nobility

There were two types of nobles in Aztec civilisation.

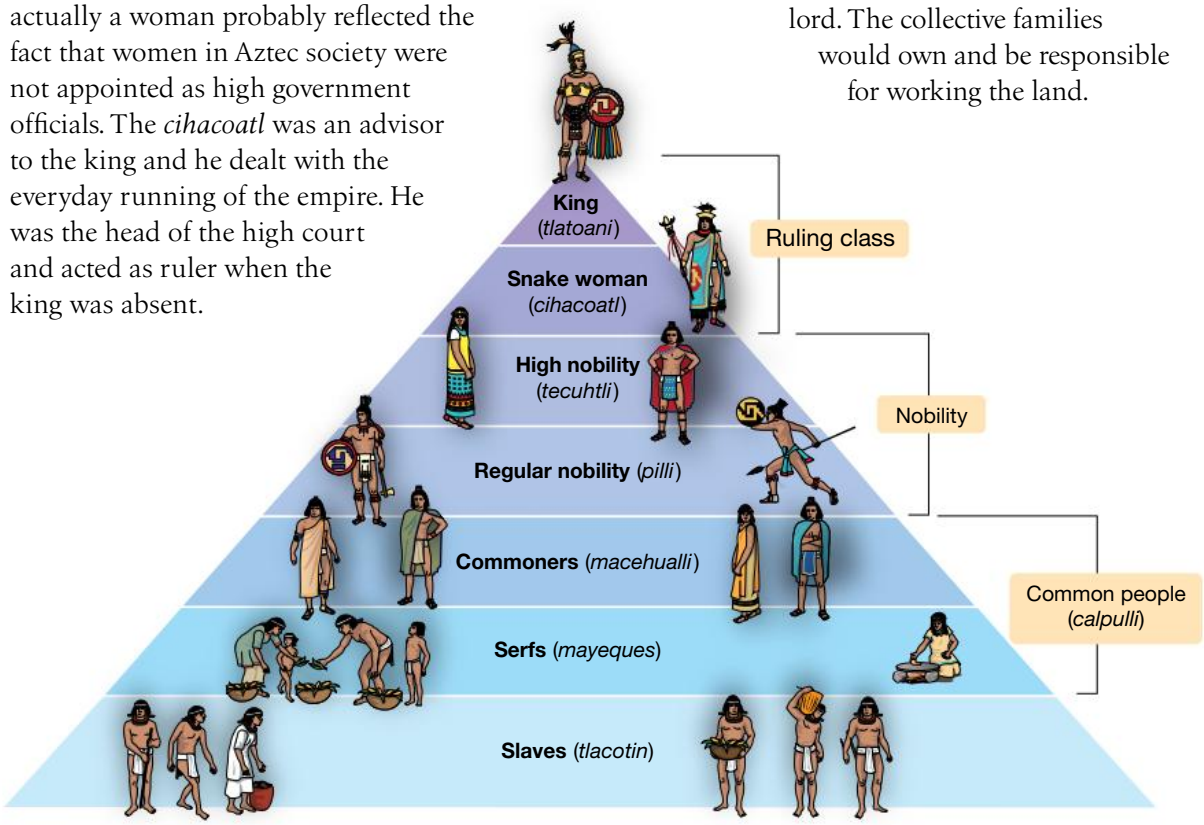
- *Tecuhtli*: The *tecuhtli* were the high nobility, a group made up of heads of civil service, judges and rulers of conquered cities. This role was very similar to the role of a lord in feudal European society. The *tecuhtli* were given land and servants by the king, and were expected to provide him with an army if required.
- *Pilli*: The *pilli* were regular nobles who were just under the high nobles in status. They served the king and the high nobles.

The nobility consisted of 5 per cent of the total population. They wielded a lot of power, but were relatively few in number.

Common people

Commoners and households were referred to as *calpulli*. There were two types of *calpulli* in Aztec civilisation.

- *Macehualli*: The *macehualli* lived near one another in neighbourhoods that were governed by a single high noble lord. The collective families would own and be responsible for working the land.



SOURCE 11.3 The Aztec social structure

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- *Mayeques*: The *mayeques* were serfs who worked the *macehualli* land. Sometimes *mayeques* sold themselves into slavery to pay off debts.

This class represented about 30 per cent of the total population

Slaves

The slaves were known as the *tlacotin*. They were usually bought from local tribes that had been subdued or defeated. Native Aztec people could also be sold into slavery.

Slaves were exempt from military service and taxation. They were owned by the nobility, but slaves could also own other slaves. They were assured of food and shelter; however, they could also be used for human sacrifice. There were rules about this, though: they could only be sacrificed when they had belonged to at least three owners who had had to sell them because of their bad behaviour. If a slave's master died and the slave was considered to have been a faithful servant, the slave was freed.

Women

In Aztec society, men worked outside the home, farming during agricultural season (May to November) and then serving as warriors or labourers for the remainder of the year. Women would spend the majority of their time around the home, cooking, housekeeping, raising children and weaving. Women who were commoners were responsible for making clothes and other materials to be sold or traded at markets for food and other goods. Noblewomen would spend much of their time weaving and spinning. Women would also perform rituals around the home, such as burning incense and maintaining the household altar.

Rules and laws

The king had a very important role in controlling Aztec society—he oversaw all the laws, courts and punishments. Laws covered a range of offences, from outstanding debt payments, property rights and divorce through to criminal offences such as theft or assault.

Petty crimes and disagreements would be dealt with in a local court presided over by a trustworthy commoner who had been appointed by the king's office. More serious offences, or disputes involving noblemen, would be sent to the king or his representative. Each of these cases would be presented to a judge on a **codex**, and the judge would then summarise the case to the king with a recommendation as to what should be done. The king would then proclaim the final sentence for the accused. The king would therefore spend a large part of his day dealing with the many court issues and disputes.

SOURCE 11.4 Aztec artwork showing a group of Aztec judges discussing how to punish two prisoners who are being held in a cage, from an Aztec codex

Punishments were often very harsh. Offenders usually faced physical punishments such as being speared with cactus spines or being drowned to death. Some punishments related specifically to the crime; for example, the punishment for a person whose offence was spreading lies about another person was to have their lips cut off.

Go to OneStopDigital to view the online exhibition of the Tarlton Law Library at the University of Texas to find out more about Aztec laws.

Education

Children would be taught by their parents until the age of 15, when they would go to school. Schooling was compulsory for all people, regardless of gender or rank. While both boys and girls went to school, they were taught different things. For example, girls were taught how to raise children and make craft, but they were not taught how to read and write. Aztec male children were taught how to handle weapons so that they would be prepared when the need to fight arose.

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Army

The Aztecs did not have a permanent professional army—people were simply called upon to fight in the army when needed. It was voluntary to join, and children as young as 15 years old were allowed to fight under the supervision of experienced warriors.

The Aztecs needed large numbers of volunteers to fight, to ensure that various regions were subdued and paid tributes to them. However, there was no shortage of volunteers, as it was a great honour for Aztec men to contribute military service, and success in battle was highly prized.

The goal of Aztec warfare was not to kill the enemy; instead, they aimed to capture as many of their enemies as possible. Status and promotion was given to those who captured enemies. For example, a young man who took his first capture was allowed to wear face paint and a decorated cape in public, and was entitled to be married. With each additional capture of an enemy, further privileges were gained.

ACTIVITY

Check your understanding

1. Why was the 'snake woman' actually a man?
2. If the common people made up 30 per cent of the population, the nobles made up 5 per cent and the ruling class less than 1 per cent, what percentage of the Aztec population was slaves?
3. What role did Aztec women play in society?
4. How many people did the Aztec Empire rule at its height?
5. Who was the first Aztec king?
6. How would petty crimes be dealt with?
7. What disputes would the king become involved in?
8. At what age could a person join the army?
9. How did Aztec warfare differ from the traditional goals of warfare?
10. How were privileges and clothing linked to military success?

Apply your knowledge

1. Use the Prezi website or PowerPoint to create your own short museum display about Aztec laws. The link for the Prezi website can be found at OneStopDigital. Visit the Tarlton Law Library website via OneStopDigital as a starting point for gathering images and more information. Each of the images in your display must have a sentence of information to accompany it.
2. Compile a table comparing the rights and roles of women in Aztec society with the rights and roles of women in Australian society today.
3. Ismet, your Revista Tour Guide, takes you to the Aztec Empire in 1380 CE. You spend the day with King Acamapichtli. In your travel blog, explain what the king did on the day you spent with him.

Aztec beliefs

The Aztec calendars

The Aztecs used three types of calendars.

- The ritual calendar: This calendar lasted for 260 days and was used for the purpose of tracking rituals and determining which days would be lucky or unlucky for particular events.
- The solar calendar: This calendar lasted for 365 days. It was arranged into 18 months, each of which had 20 days. The Aztecs used this calendar for agricultural purposes, and each 20-day period marked the beginning of a new festival. There were five additional unnamed days at the end of each year, called the 'hollow days', which were considered to be unlucky.
- The 52-year calendar: This was a combination of the ritual and solar calendars. Every 52 years, or 18 980 days, the solar calendar would end at the same time as the ritual calendar, so the calendar for that year became the 52-year calendar. This calendar would be used in performing the 'new Fire Ceremony'.

Religion

Religion played a central role in Aztec society and affected everything a person did. The Aztecs worshipped more than 200 different gods. Aztec gods were viewed as spirits that could take on many forms and roles; however, each god was associated with particular characteristics or symbols. Many gods also had special roles as **patron gods** of a particular group in society.

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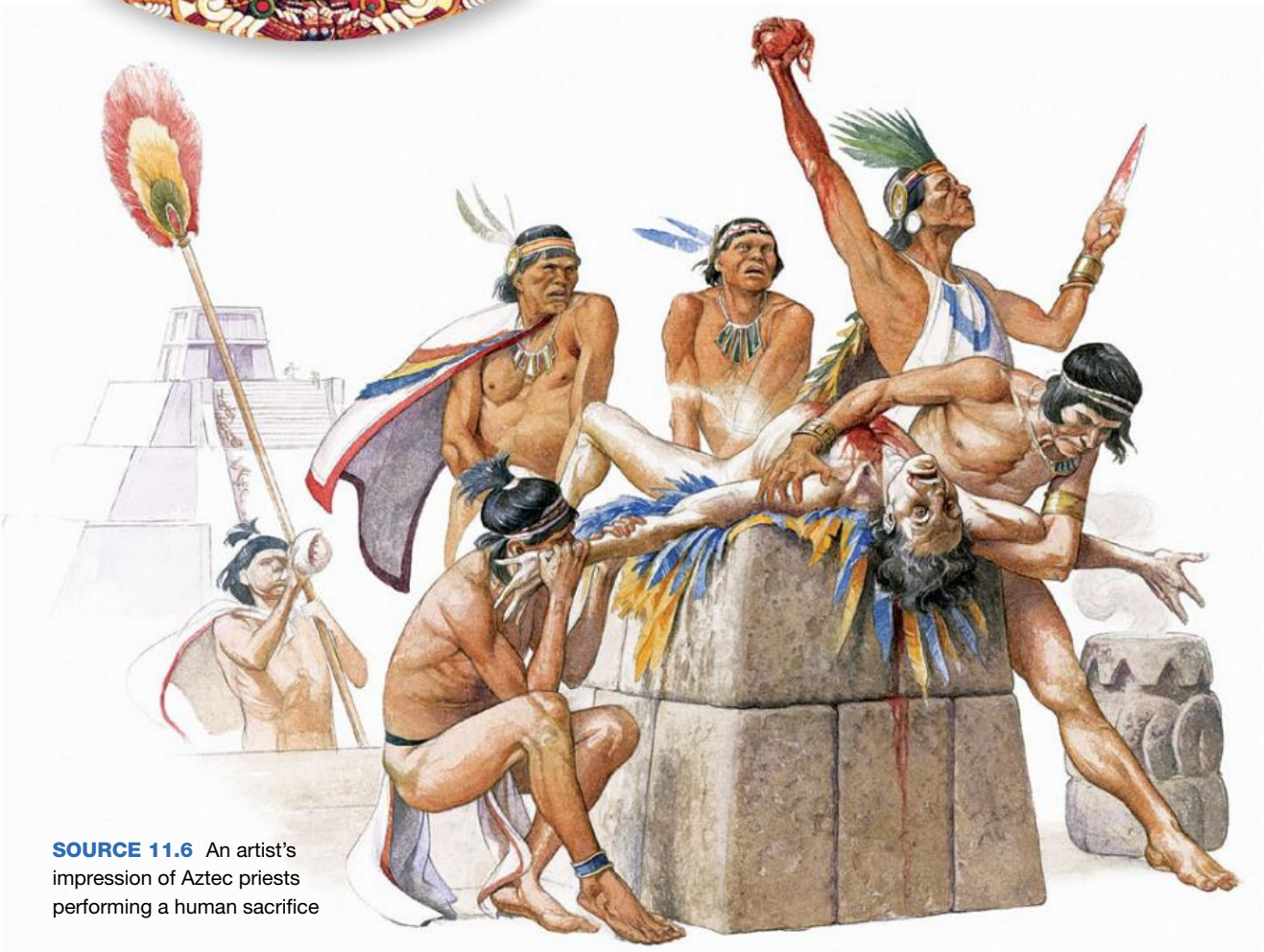
SOURCE 11.5 Example of the Aztec solar calendar

Human sacrifice

In many Aztec myths and stories, the gods sacrificed themselves to create the Aztec world and make it a better place. In one myth, the gods spill their blood in order to create people; in another, they throw themselves into a large fire to create the Sun. The theme of these stories is that the Aztecs should be grateful to the gods for their sacrifice. These stories were the basis of the rituals the Aztecs performed to appease the gods. The most common of these was human sacrifice.



SOURCE 11.6 An artist's impression of Aztec priests performing a human sacrifice

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God	Meaning of god's name	Role(s) or theme(s)
Ometeotl	Two-god	Original creator of the gods
Tezcatlipoca	Smoking mirror	Omnipotent power; patron of kings
Xiuhtecuhtli	Turquoise lord	Hearth and fire
Centeotl	Maize god	Maize
Ometochtli	Two rabbit	Fertility
Teteoinnan	Mother of gods	Earth and fertility; patroness of curers and midwives
Xipe Totec	Our lord with the flayed skin	Agricultural fertility; patron of goldsmiths
Huitzilopochtli	Hummingbird of the left or south	War, sacrifice, Sun; patron of the Mexica (Aztec ancestors)
Mixcoatl	Cloud-serpent	War, sacrifice, hunting
Quetzalcoatl	Quetzal-feathered serpent	Creation, fertility, Venus, wind; patron of priesthood

SOURCE 11.7 Some of the Aztec gods and their roles

Human sacrifice would usually take place at the top of Templo Mayor, the largest temple in the capital city, Tenochtitlan. The individual to be sacrificed would be held on a stone tablet by four priests. A fifth priest would slice the person's abdomen with a ceremonial knife. The cut was made in the abdomen but often went through the diaphragm. The fifth priest would then grab the heart and pull it out, still beating. The heart would be placed in a special bowl and the body thrown down the temple's stairs.

It is thought that the Aztecs sacrificed between 10 000 and 50 000 people each year to please the gods and encourage continued favour from them. The Aztecs also believed that the gods needed human sacrifices to maintain their strength; otherwise, the world would collapse. While rebellious slaves and children could be sacrificed, the majority of victims were enemy soldiers captured in battle.

Often the Aztecs would make the sacrifices at a ceremony. One type of sacrificial ceremony was the New Fire Ceremony, which the Aztecs performed every 52 years to ensure that the world would not end. This ceremony required a special sacrifice where the victim's heart was replaced with fire.

ACTIVITY

Check your understanding

1. Why did the Aztecs use three types of calendars?
2. How significant was religion in Aztec society?
3. Which people did the Aztecs usually sacrifice?

Apply your knowledge

1. Research more information about the Aztec New Fire Ceremony and produce an image essay on the process that took place once every 52 years. Use books and the internet to find your images.
2. Ismet takes you to the Aztec capital, Tenochtitlan, in 1443 CE. You interview a resident of the city about their religious beliefs. In your travel blog, write about the person you met. Who were they? Which social class did they belong to? Which main gods did they worship? How did they worship them?

Aztec clothing

The clothing of non-slave men and women in Aztec society was very distinctive. Men would wear a loin cloth called a *maxtlatl*, underneath a type of cloak known as a *tilmahtli*. The *tilmahtli* would vary depending on how important the individual was. The ruling class would often distinguish themselves through wearing *cactli*, or sandals. Aztec women would typically wear an upper garment similar to a blouse, called a *huīpīlli*, and a skirt known as a *cuēitl*.

Slaves wore the *maxtlatl* only, and slaves who were considered to be badly behaved often wore wooden collars.

The Aztecs also wore elaborate jewellery. They would decorate themselves with bangles, necklaces and other types of jewellery made of gold. The more gold a person wore, the more wealthy or important they were considered to be. Jewellery was also made of other products such as wood, shells, feathers and precious stones.

Clothing was often very brightly coloured, particularly for those in the army. Ritual warriors

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SOURCE 11.8 A painting showing the bright costumes worn by Aztecs during wars

would wear many feathered and coloured cloths that would often indicate rank and importance. An example of this is the Eagle Warriors, who wore clothing in battle that was representative of the eagle. These warriors were the bravest and noblest of all soldiers, and were the ones who had taken the most enemy prisoners. Other warriors wore outfits representative of the jaguar. Generally, the elaborateness of a person's war outfit showed their rank.

SOURCE 11.9 The outfit of an Aztec eagle warrior, displayed in the Great Pyramid Museum, Mexico

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Masks

Aztec masks were elaborate works of art, and the Aztecs often made their masks to represent their gods. Some masks were never meant to be worn, but those that were worn were used in religious rituals. Some masks were used as **death masks**. The masks were used to invoke the spirit and power of the gods.

The masks were usually made out of a base of wood or stone. Clay masks existed, but were less common than those made from other materials. Many of the masks were **mosaic**, and turquoise was often a prominent feature. The Aztecs also used shells, coral and **obsidian** in their mosaic designs. Some masks were simply decorated with eyes and teeth.

ACTIVITY

Check your understanding

1 Describe Aztec clothing.

2 What were Aztec masks used for?

Apply your knowledge

1 Ismet takes you to an Aztec ritual war. In your travel blog, describe the outfits you saw the warriors wearing. You might like to draw a picture as well.

SOURCE 11.10 An Aztec mosaic mask

The capital city

The Aztec capital city was Tenochtitlan, which was built on two small islands in the middle of Lake Tetzcoco in 1325 CE, in the area known today as Mexico City. Initially there were two separate cities, Tlatelolco and Tenochtitlan; one on each island. But as the Aztec Empire grew, so did the islands, so that eventually they formed one large artificial island and city that was known only as Tenochtitlan. The Aztecs used **reclaimed land** and canal systems to merge the islands, and this was an amazing engineering achievement in the 14th century. In the year 1500 CE, the population of the city was approximately 250 000.

Tenochtitlan was a hub of activity: traders, ambassadors, porters and scribes all lived and worked there. The city was divided into

SOURCE 11.11 A rare turquoise mosaic mask

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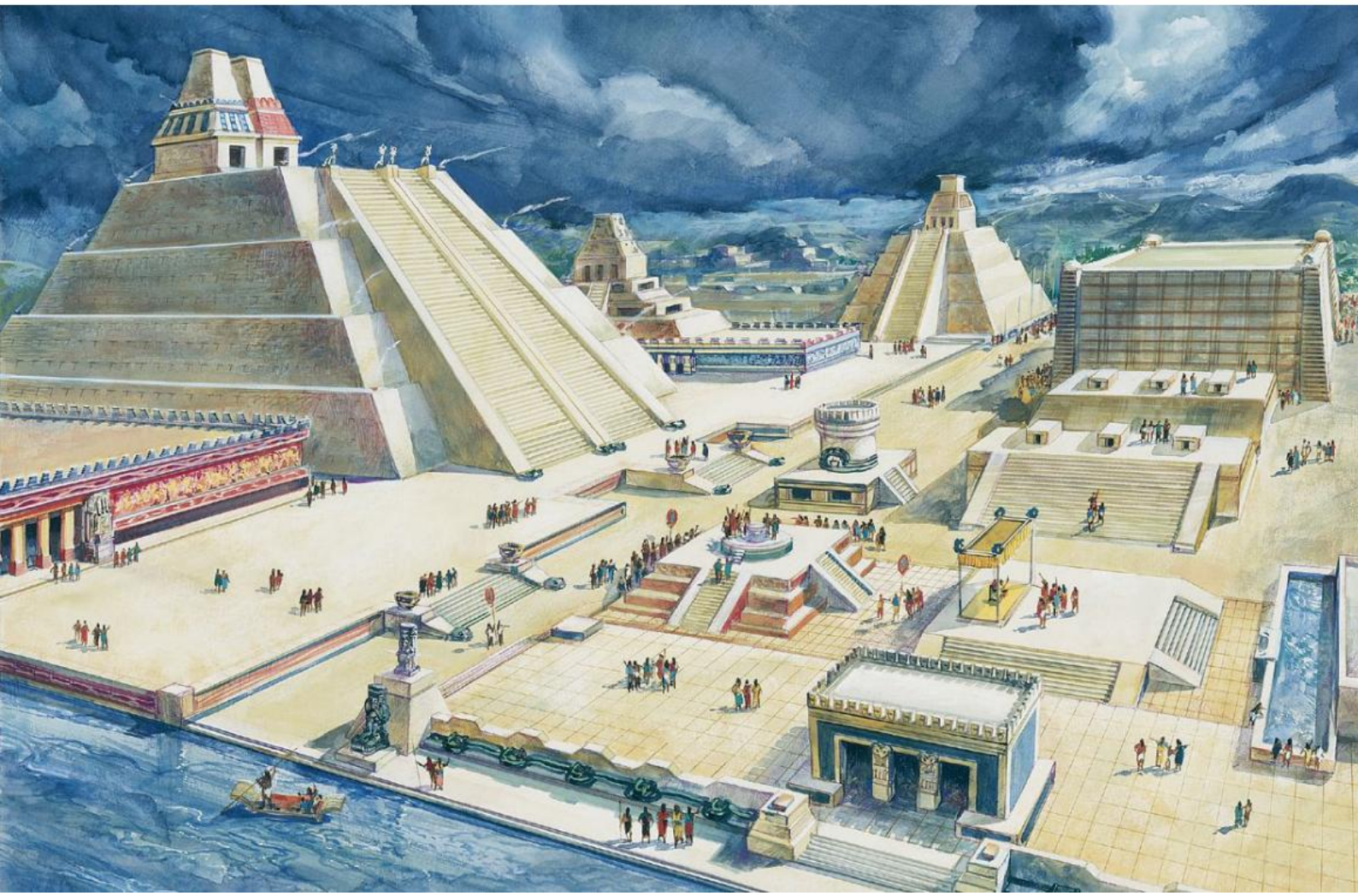

SOURCE 11.12 An artist's impression of Tenochtitlan, the capital of the Aztec Empire, showing Templo Mayor at the left

four separate districts that were all linked to one another and the mainland by **causeways** and **canals**.

The centre of Tenochtitlan was the sacred precinct, which contained a large pyramid-style temple (Templo Mayor), other temples, and the palaces of the current and previous kings. The king in 1500 CE was Moctezuma II, who lived in a magnificent palace that was said to have had more than 100 rooms, a botanical garden, an aquarium and two zoos. The palace was the administrative centre of the Aztec Empire.

Farming

The basis of the Aztec economy was agriculture. The food produced was used to feed the population and the surplus was traded for other goods with local tribes under Aztec rule. Crops of maize, fruit, flowers and vegetables were all produced in abundance.

Farming in Tenochtitlan

The cleverest farming technique of the Aztecs was the use of ***chinampas***. When Tenochtitlan was founded, there was no farming land to use on the island. The Aztecs created this land by making *chinampas*—floating gardens made by a combination of soil collected from the bottom of the lake, vegetation, tree roots and stakes. These floating gardens were tied to stones at the bottom of the lake to keep them in place. They were very fertile and produced many crops.

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SOURCE 11.13 Aztecs building a *chinampa*, illustration from a 16th-century Mexican manuscript

Markets

Every Aztec town had its own marketplace, and markets were usually held every five or so days. At the markets, the Aztecs purchased everything they needed for everyday life, including food, animals, artwork, pottery and textiles. The markets were also a social opportunity to meet friends and share local news.

Specific markets within the empire were famous for certain goods; for example, Azcapotzalco market was famous for its birds and slaves, and Texcoco was famous for textiles and painted goods. The largest and best-known market was the Tlatelolco market, located in the area of Tenochtitlan once known as Tlatelolco.

ACTIVITY

Check your understanding

1. What was Tenochtitlan built on?
2. What impressive feats of engineering did the Aztecs develop in order to build their capital?
3. What was unique about Aztec farming techniques in Tenochtitlan?

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SOURCE 11.14 A painting of a marketplace in Tenochtitlan

Source questions

1 What does Cortés compare the size of the Aztec markets to in source 11.15?

> There is one square twice as large as that of the city of Salamanca [in Spain], surrounded by arcades where there are daily assembled more than 60 000 souls engaged in buying and selling.

SOURCE 11.15 Spanish explorer Hernan Cortés' description of the Aztec markets, *Everyday Life of Aztecs*, W Bray

2 Approximately how many people participated in the markets, according to Cortés?

Apply your knowledge

1 Look at source 11.14 and list five products that you know were grown or manufactured by the Aztecs.

2 Ismet takes you to the Tlatelolco market in 1520 CE. Include this experience in your travel blog. Describe what you see, hear and smell. What did you buy?

Leisure

The Aztec people enjoyed many activities for leisure and entertainment, including games, music, dancing, mimes, poetry recitals and plays. Two of the most popular pastimes were the games ***tlachtli*** and ***patolli***.

The ball game *tlachtli* was possibly the most important sport in the Aztec Empire. This game was considered to have great religious significance but was also seen as a sport and was played for entertainment. The game was played with a hard and very heavy rubber ball, on a court in the shape of a short capital 'I'— that is, a longer straight section with one shorter cross section at each end. The court was 'sunken', so that it was surrounded by walls. The walls running the length of the straight section were at an angle to the ground, so they slanted upwards. A team played at either end of the court, and a line across the middle of the court separated them. Level with the line, there was a ring attached to the wall on each side. The aim of the game was to keep the ball off the ground and propel it across the line, through the

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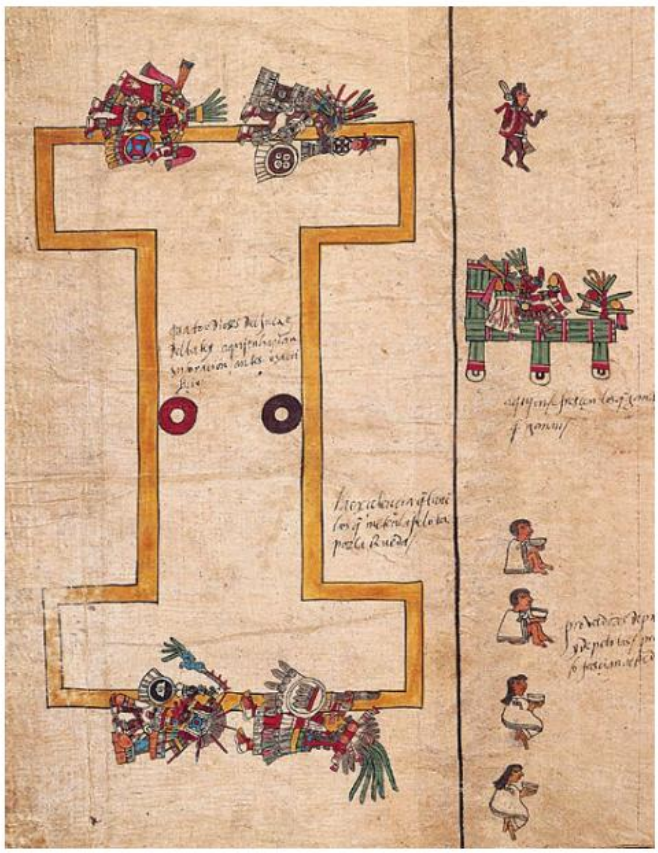
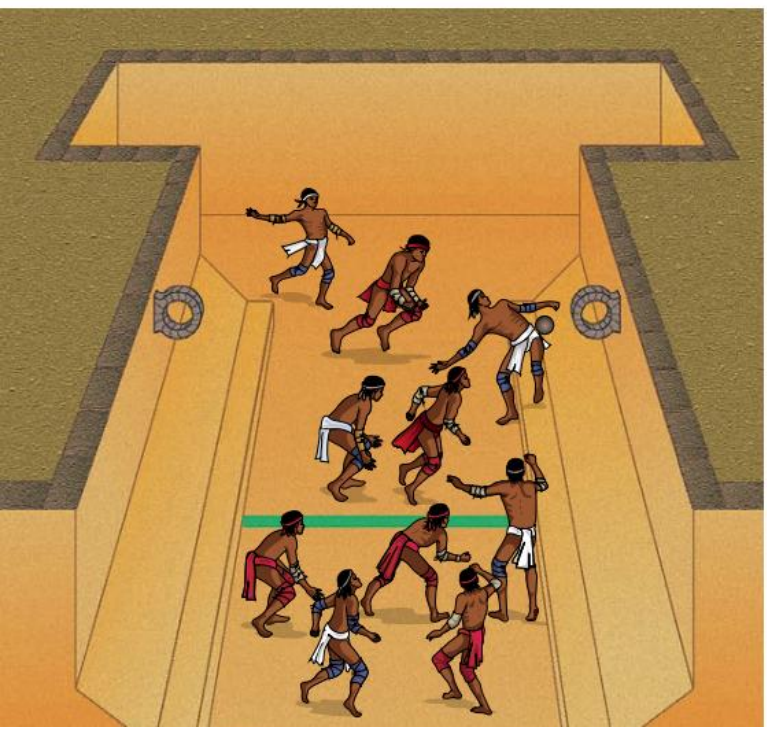


SOURCE 11.16 The court on which *tlachtli* was played, as drawn in *Codex Borbonicus*, 1562–3 CE



SOURCE 11.17 An illustration of *tlachtli* being played. Here you can see that the court was sunken and surrounded by slanting walls.

ring in the opponent's side of the court. Players were only allowed to use their hips, knees and elbows to touch the ball! The game was also symbolic of how the Aztecs saw the world: the court represented the universe and the ball stood for the Sun, Moon or one of the planets. The game itself was sacred to the gods and courts were usually near significant religious sites such as temples.

Another popular game was the board game *patolli*, which only men could play. This was a game similar to backgammon, where players had to move dried beans or clay counters around a cross-shaped board with 52 squares. The Aztecs used four or five numbered beans in a similar way to how we use a modern-day dice—they threw the beans and the resulting number was the amount of squares that a player could move their counter. Before the men threw the beans, they would rub them between their hands and pray to the god of gambling for good luck. The god of gambling was known as Xochipilli (Flower Prince) or Macuilxochitl (Five Flower).

The winner was the player who first got three counters in a row. It was very common for people to gamble on this game, wagering jewels, slaves and even houses.

SOURCE 11.18 An illustration from an Aztec codex (mid-16th century), showing a game of *patolli* and the gambling god, known as Xochipilli or Macuilxochitl

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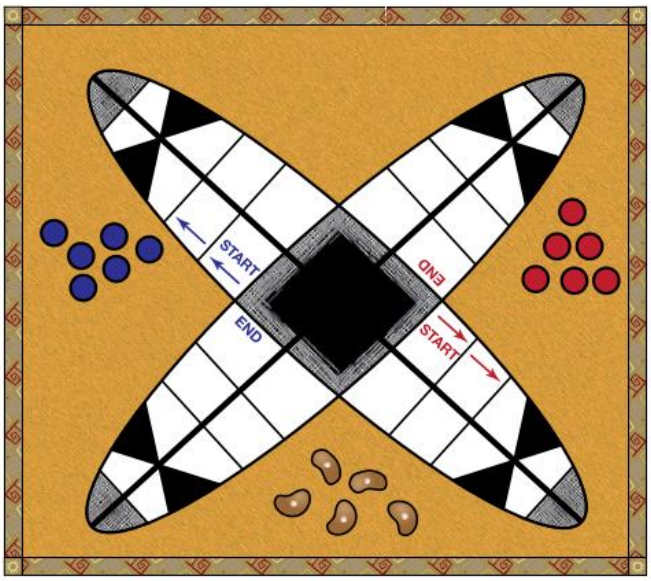


SOURCE 11.19 An illustration of the *patolli* game board and pieces

Language, writing and counting

The language of the Aztec people was **Nahuatl**, which was a language largely based around speaking rather than writing. The Aztecs' ability to correspond through writing was very limited, as their writing mainly comprised **glyphs**, or pictograms, in which an object was represented by a miniature drawing of that object. Only a very small percentage of the population could read.

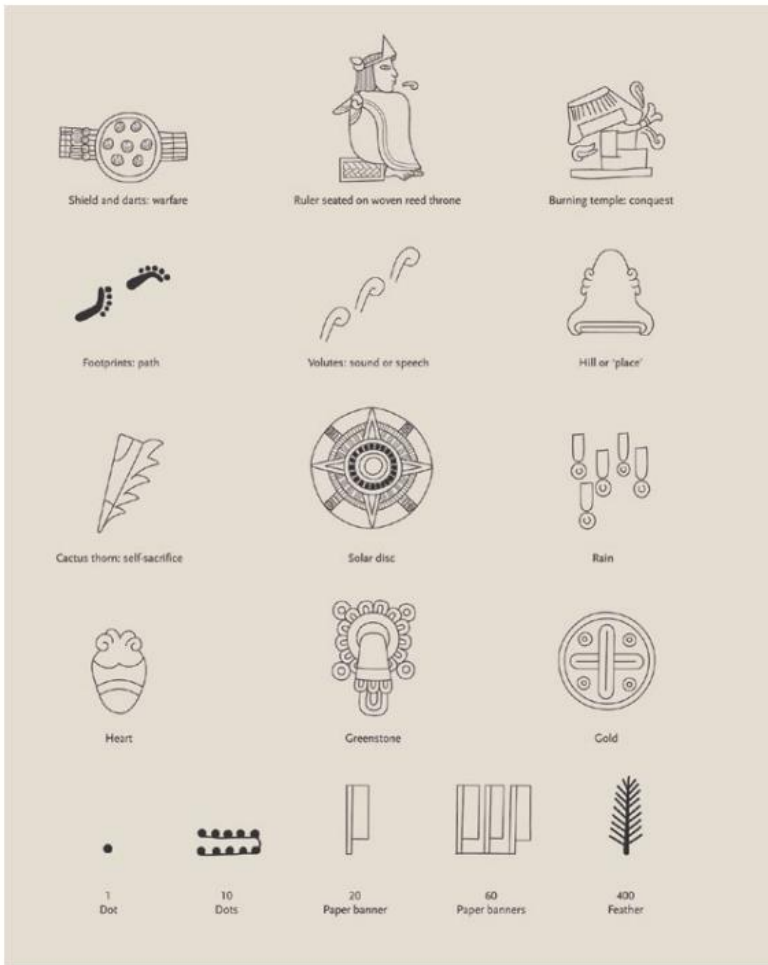
The Aztecs also developed a written system for counting, which was based around the number 20. The numbers 1–19 were represented as dots and the number 20 was represented by a flag. If, for example, the Aztecs wanted to represent the number 60, this would be three flags; the number 101 would be five flags and one dot, and so on, up to 400. The number 400 (20 x 20) was represented by a sign that looked like a feather and the number 8000 (20 x 20 x 20) was represented by an image of a small bag (imagined to contain cocoa beans).

ACTIVITY

Check your understanding

1 How did Aztecs enjoy their leisure time?

2 What system did the Aztecs develop for writing?



SOURCE 11.20 Examples of Aztec glyphs

Apply your knowledge

1 Create your own sentences using the glyphs in source 11.20.

2 Ismet takes you to watch a game of *tlachtli* being played. In your travel blog, describe what you saw. How big was the crowd? How rough was the game? Do you think you would like to play it?

European exploration of the Americas

European people had long known there were large amounts of land beyond the shores of their own continent. The first expeditions to the continents we know today as North and South America were made by the Spanish or by other Europeans funded by the Spanish. They called the newly discovered lands the New World.

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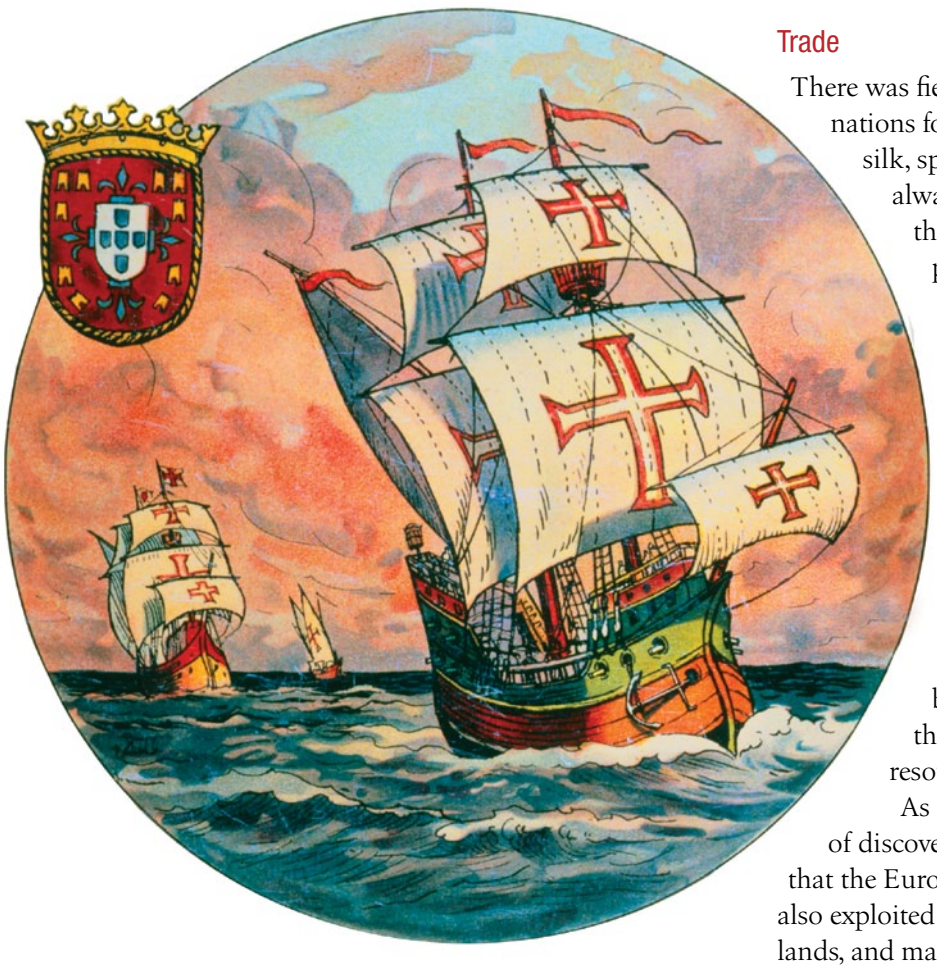
The explorers

Christopher Columbus

The Americas first became known to Europeans through the explorations of Christopher Columbus. In 1492 CE, Columbus received funds from the Spanish king to make a voyage to the Far East. While Columbus himself was an Italian, it was Spain that gave him the funds to explore lands on their behalf. Columbus landed on the Bahamas and claimed the land for Spain. Thinking he had landed in India, he referred to the local people as Indians. When Columbus returned to Spain in 1493 CE, he told many extraordinary stories of a New World that was full of gold—he did, in fact, see *some* gold on his journey, but the story that the New World was 'full' of gold was a rumour.



SOURCE 11.21 Illustration of Columbus' ship, the *Santa Maria*

Vespucci and Magellan

Italian explorer Amerigo Vespucci was an observer on some voyages to the Americas between 1499 CE and 1502 CE. It was not until 1507 CE, after he had completed his voyages, that he realised that Columbus had not reached India after all; in fact Columbus had found a new continent. The continent was given the name America in tribute to Vespucci for the realisation.

Ferdinand Magellan was from Portugal, but like Columbus he sailed on behalf of Spain, the country that had funded his journey. In 1519 CE, Magellan set out for the east coast of South America.

Reasons for European exploration

The Europeans had their own vast continent, so we might wonder why they felt the need to venture across the seas and discover new lands.

Trade

There was fierce competition between European nations for the trade of luxury goods such as silk, spices and medicine, and countries always strove to offer better products than each other and to find and trade products that other countries did not have. There was therefore an incentive for countries to discover new lands, because when European explorers discovered new lands, they would claim the land (and its resources) for the country (and the king of that country) that funded the expedition. That is, any natural resources found on discovered lands were claimed by the discovering country, and that country could then trade these resources.

As it turned out, the natural resources of discovered lands were not the only thing that the Europeans claimed and traded. They also exploited the local people of the conquered lands, and manpower in the form of slave labour became one of the largest exports for European conquering nations.

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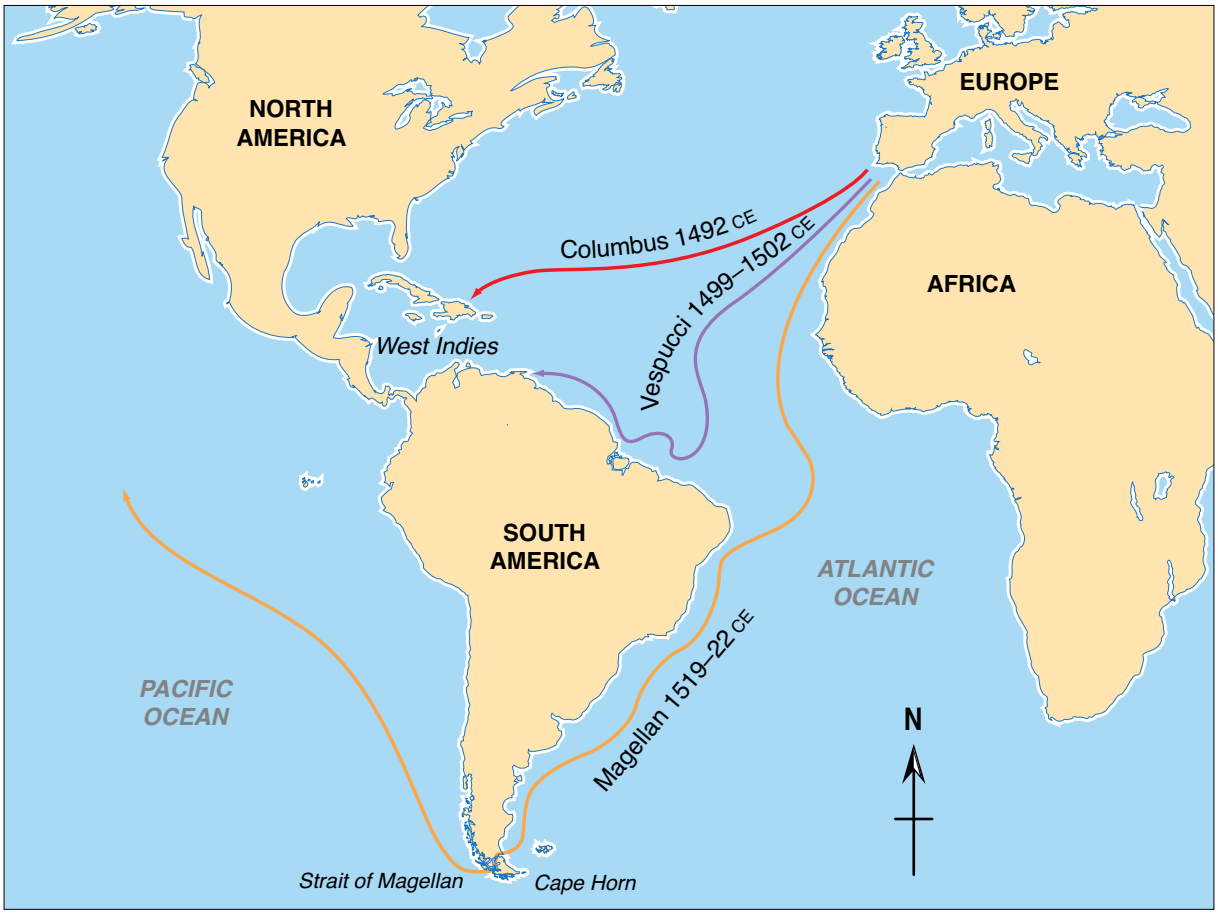

SOURCE 11.22 Spanish explorations of the Americas

Religion

A further motivation for European exploration was to convert indigenous inhabitants of the new lands to Christianity. This was a common justification used by the Spanish conquistadors, who we will learn about in the next section. When the Spanish met the Aztec people, one of their first gestures was to send out a priest with a Christian Bible to meet King Moctezuma II, and try to convert him to Christianity.

Riches

Many who travelled to the New World came back with stories of cities filled with gold—as a consequence, a significant motivation for many who travelled across the seas was the opportunity to become rich. The reality, however, was quite different. Only a small percentage of those who went exploring could in fact bring back large amounts of riches.

SOURCE 11.23 An Aztec gold pendant of the type the Europeans found in Aztec lands

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Adventure

Many explorers were motivated to travel by a sense of adventure and the excitement promised by the New World. The prospect of interacting with peoples never before seen by Europeans, with strange and wonderful foods, animals, beliefs and much more, was of great excitement. In reality, life was hardly ever that glamorous for most Europeans who decided to embark on explorations!

ACTIVITY

Check your understanding

1 When Christopher Columbus set sail, which country was he attempting to find?

2 a Who realised that Columbus had not reached Asia?

b How did he know?

3 Primarily, who became rich from exploration?

Apply your knowledge

1 Ismet takes you to the ship of a European explorer in the 15th century. On the ship, you interview the explorer about his reasons for exploration. In your travel blog, explain who you met and outline the reasons that the explorer gave you.

2 a Write a headline for a newspaper article about the reasons for European exploration. Your headline should capture what you consider to be the most important aspect of this topic.

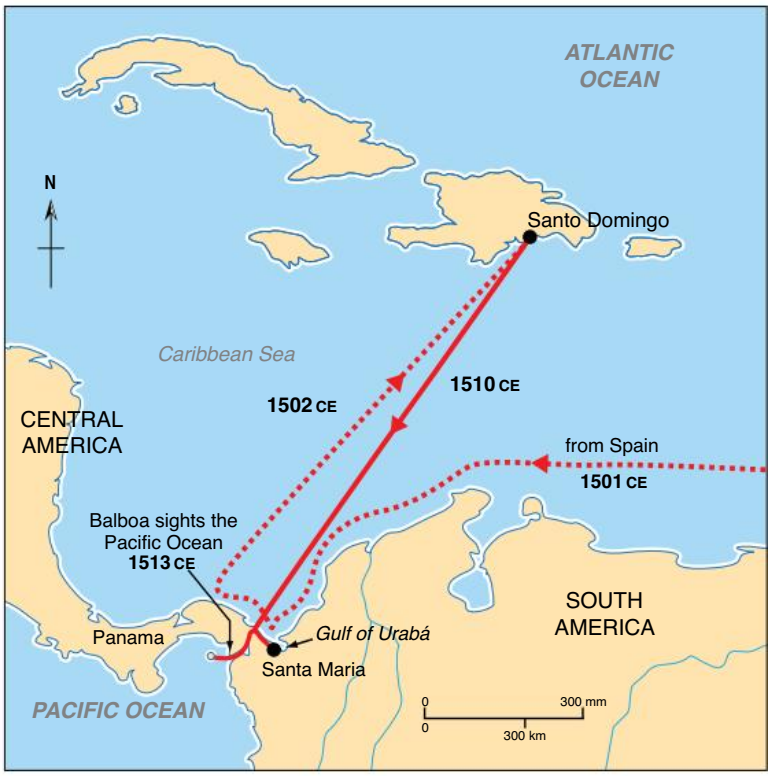
b In two sentences, explain your choice of the most important aspect of this topic.

c As a class, discuss what each student wrote as their headline, and why.

d After discussing this as a class, would you change your headline or keep it the same?

The arrival of the Spanish in the Americas

The Spanish had been exploring the Americas since Columbus' first journey in 1492 CE, but still had not discovered the Aztec civilisation by the early 1500s, when it reached its height. There were rumours among the Spanish, however, about a rich and powerful kingdom located in the Americas.



SOURCE 11.24 Map of Balboa's settlement and discovery

The Spanish explorers who ultimately discovered the civilisations in the Americas became known as the conquistadors. The word conquistador means 'to conquer', or 'conqueror', in Spanish. One such conquistador was Vasco Núñez de Balboa, who travelled from Spain to the Caribbean Sea in 1501 CE, and sailed up to Hispaniola before sailing back to mainland South America and founding the settlement of Santa Maria in 1510 CE. In 1513 CE, he was the first European to discover the Isthmus of Panama (the narrow strip of land that joins North and South America between the Pacific Ocean and the Caribbean Sea).

Hernan Cortés

The conquistador who would become infamous to the Aztecs was Hernan Cortés. Cortés was born in 1485 CE in Spain. At the age of 19, he set out from Spain to explore the New World, and arrived in Cuba. After some time travelling around the Caribbean, he was selected to lead an expedition to Central America. In 1519 CE, Cortés, along with 11 ships and 450 soldiers, landed at the port of Veracruz in Central America.

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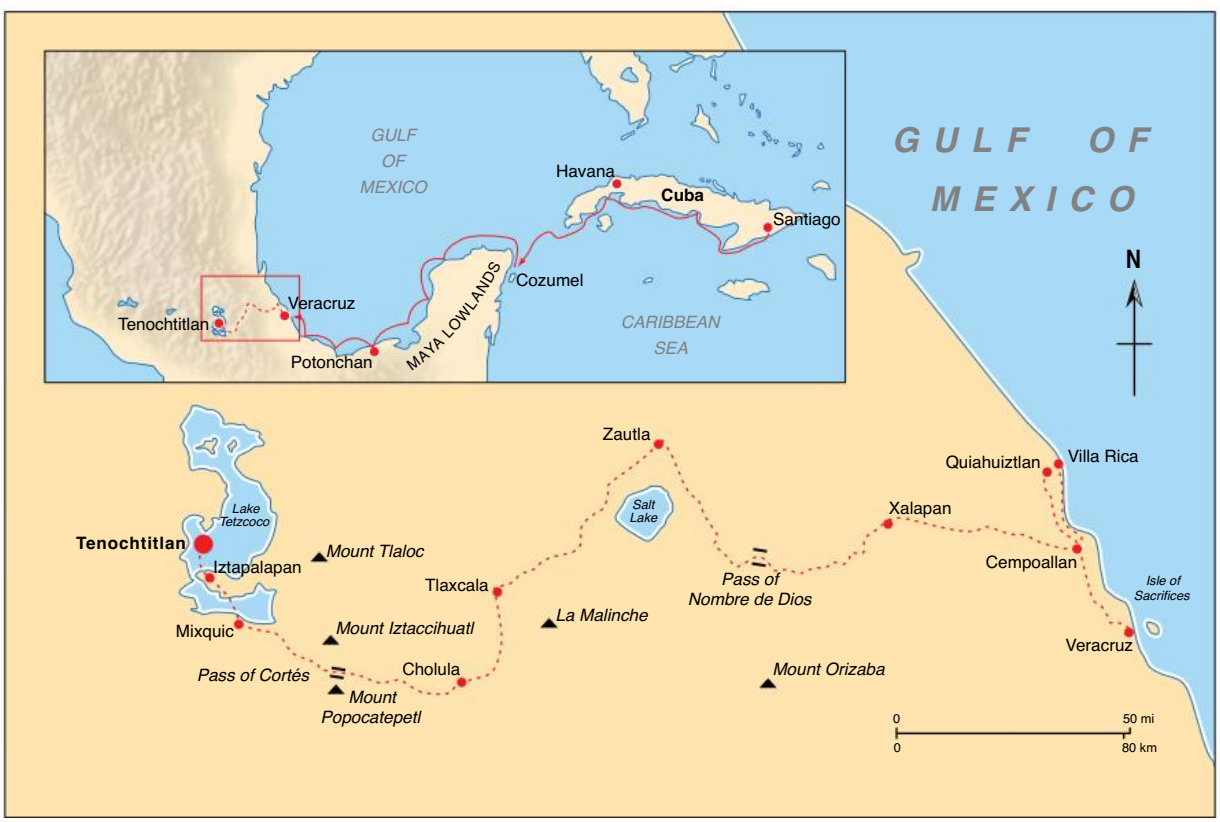
SOURCE 11.25 A 16th-century copy of an oil painting of Hernan Cortés

Cortés' journey inland

Cortés had communicated with the local people about where the ruling government was, so from Veracruz Cortés ventured inland towards Tenochtitlan. Along the way, the Spanish encountered many different tribes and peoples that were under Aztec rule, and Cortés and his men fought a number of significant battles against the local people. One of the most significant battles occurred when the Spanish entered the city of Tlaxcala and were instantly attacked by the inhabiting people. The following conflict against the **Tlaxcalans** was fierce and, despite the Spanish superiority of swords, guns, horses and cannons, it took the Spanish a considerable time to win the battle.

Once the Tlaxcalans were defeated, they formed an alliance with the Spanish—they were under Aztec rule, and probably thought that, if the Spanish defeated the Aztecs, they would have a chance to gain back their independence. The Tlaxcalans provided the Spanish with a small number of people who went with them to work as translators and



SOURCE 11.26 The journey inland from Veracruz to Tenochtitlan taken by Cortés and his men in 1519 CE

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guides, but not to fight. Though the Tlaxcalans did not fight alongside the Spanish at this time, the alliance was still of great benefit to the Spanish—it gave them an ally in the region that was familiar with the terrain and with their opponents, the Aztecs.

Spotlight

Codex Mendoza

A large majority of the information we have about the Aztecs comes from a text known as the *Codex Mendoza*. The codex was written in the 1540s CE, about 20 years after the Spanish conquest, but it contains much information about traditional Aztec life before the conquest. The codex was written by the Aztecs for the Spanish king, Charles V, to teach him about Aztec culture. It contains traditional Aztec glyphs and explanations written in Spanish. (After 20 years of Spanish occupation, some of the Aztecs could read and write Spanish.)

SOURCE 11.27 A reproduction of a page of the *Codex Mendoza*, showing Aztec warriors armed with lances and shields, 16th century

With the alliance secure, the Spanish continued to move towards Tenochtitlan. King Moctezuma II, who had been warned of the Spanish arrival by messengers, became increasingly worried, particularly after he heard of the alliance between the Spanish and the Tlaxcalans.

At the village of Cholula, approximately 80 kilometres from Tenochtitlan, the Spanish feared that they were going to be attacked, so they launched a massive pre-emptive attack on the Cholulans. For two days, the Spanish slaughtered the Cholulans, plundered their temples and burnt their homes. This was a devastating warning for the Aztec heartland as the Spanish moved towards Tenochtitlan.

ACTIVITY

Source questions

Use source 11.28 to answer these questions.

1 What were the Aztecs describing when they spoke of 'strange hills that moved on the water', 'floating towers', 'deer', and a 'fearsome machine that fired a stone ball'?

> During the two years which preceded the Conquest there were signs that everything was not well in Mexico. Comets, suddenly, and inexplicable fires, floods, and deformed births all foretold disaster, until eventually Montezuma, who had a deep interest in magic and astrology, began to feel uneasy. Even his soothsayers were unable to interpret the omens ... He became still more demoralised when a messenger from the Gulf Coast arrived at Tenochtitlan with news of a strange 'hill' which moved upon the waters. The king sent envoys to confirm this information, and they returned with tales of 'floating towers', of men with long yellow beards and complexions as white as chalk, and of 'deer' which carried these strange beings wherever they wanted to go. These strangers wore armour, had savage dogs with burning yellow eyes and a fearsome machine which fired a thing like a ball of stone out of its entrails to the accompaniment of flames and a pestilential smell.

SOURCE 11.28 An Aztec perspective of the Spanish arrival, conveyed to others, *Everyday Life of the Aztecs*, W Bray

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SOURCE 11.29 An illustration of the first meeting of Cortés and King Moctezuma II

2 What do these insights reveal about how much the Aztecs understood about the Spanish?

3 How does this source portray the Aztecs and their connection to religion and superstition?

Apply your knowledge

1 Create a comic strip that tells the story of the arrival of the Spanish in the Aztec Empire and their journey to Tenochtitlan. Use the website Toondoo or another software program of your choice, to create your comic strip. Insert it into your travel blog.

Source questions

1 Research the *Codex Mendoza*.

- **a** Why is it not considered to be a completely factual account of Aztec life?
- **b** If this is one of the oldest accounts of Aztec life, how do we know that sections are not true or did not really happen?
- **c** How useful is this source in giving us information about Aztec life?
- **d** How reliable do you think this source is? Give the *Codex Mendoza* a reliability rating between 1 and 10, with 1 being the least reliable and 10 the most.
- **e** Explain in two sentences why you have given the codex that particular rating. What affects its reliability?

The relationship between the Spanish and the Aztecs

Cortés arrives in Tenochtitlan

As Cortés moved towards Tenochtitlan, Moctezuma II sent him precious gifts of gold in the hope that it would encourage the Spanish to take the gifts and return to their homeland. Unfortunately for Moctezuma II, these gifts made the Spanish more eager than ever to see the city, as they held the promise of more gold and riches.

It was not until November 1519 CE that the Spanish finally entered the Basin of Mexico and saw the capital city Tenochtitlan. Cortés moved along the great causeway that led to Tenochtitlan, and was greeted by Moctezuma II in front of the large crowd of Aztecs that had gathered to see the meeting. Both Moctezuma II and Cortés honoured each other in their first meeting, and Moctezuma II permitted Cortés and his men entry into the city. The Spanish were given accommodation in the palace of Moctezuma II's father.

While Cortés was pleased with his welcome, he did not trust the Aztecs. In an attempt to gain power over the city, Cortés imprisoned

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Moctezuma II and other high-ranking Aztec officials. They kept Moctezuma II prisoner in his own home, under guard. Cortés believed he could use Moctezuma II to control the Aztec people, so allowed him to continue to rule while imprisoned.

Back in Spain, there was outcry about Cortés' conduct in the Americas, and in April 1520 CE King Charles of Spain was convinced to send a Spanish army to the coast at Veracruz to arrest Cortés and take him back to Spain. Upon hearing of this, Cortés left a trusted captain, Pedro de Alvarado, in charge of 100 soldiers in Tenochtitlan and set off with the rest of his army to meet the Spanish army that had been sent for him. Cortés managed to defeat the army and won the remaining soldiers over to his side by telling stories of gold and riches to be found in Tenochtitlan. He began his return to Tenochtitlan, taking the remaining troops with him.

ACTIVITY

Check your understanding

1 Rewrite the following events in correct chronological order.
- Moctezuma II is proclaimed king.
- Moctezuma II sends precious gifts to Cortés.
- Columbus discovers the Americas.
- Cortés and the Spanish arrive at Veracruz.
- The Spanish defeat the Tlaxcalans.
- Hernan Cortés is born.

2 Why did Moctezuma II send precious gifts to Cortés as he approached Tenochtitlan?

3 What crucial mistake did the Aztecs make that allowed Cortés to capture the city?

Source questions

Use source 11.30 to answer these questions.

1 How does del Castillo describe his first vision of Tenochtitlan?

2 Why would some of the soldiers have thought it was a dream?

3 How does this source compare to the Aztec version of the Spanish arrival in source 11.28?

> Next morning we came to a broad causeway and continued our march towards Iztapalapa [Tenochtitlan]. And when we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level causeway leading to Mexico, we were astounded. These great towns and cues [temples] and buildings rising from the water, all made of stone seemed like an enchanted vision from the tale of Amadis. Indeed, some of our soldiers asked whether it was not all a dream.

SOURCE 11.30 Spanish conquistador Bernal Diaz del Castillo wrote an eyewitness account of the conquest of the Americas by the Spaniards under Hernan Cortés, which resulted in the book *The True History of the Conquest of New Spain* in 1568 CE. This is an extract describing the approach to Tenochtitlan.

Apply your knowledge

1 Ismet takes you to march for a few hours with Cortés' army after they receive the gifts of gold sent by Moctezuma II. In your travel blog, explain the mood among the soldiers, and what they say about their motivation to keep marching to Tenochtitlan.

Aztec massacre, revolt and death of Moctezuma II

While Cortés was in Veracruz dealing with the army sent to arrest him, his deputy, Alvarado, was having serious problems in Tenochtitlan. Moctezuma II, still technically in power though under arrest, had given permission for the annual religious festival of Huitzilopochtli to take place. The festival involved human sacrifices, which were to be made by many Aztec warriors dressed as they would be for battle. Alvarado, however, was convinced that the Aztec warriors would launch an attack on the Spanish, so he ordered the Spanish to strike first. The Spanish consequently massacred the Aztec worshippers at the festival.

This slaughter outraged the Aztecs, and they formed an army that began to attack the Spanish at their palace. However, Moctezuma II called off the attacks and his Aztec soldiers obeyed. At this time, Cortés returned from Veracruz with new Spanish troops, and made his way into the palace.

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SOURCE 11.31 Italian artwork depicting the body of King Moctezuma II (and one of his soldiers) being thrown into a canal by Spanish conquistadors

But Moctezuma II had lost legitimacy with his own people. They believed that he had bowed to the will of the Spanish and they refused to take further orders from him. Therefore, it was not long before the Aztecs again began attacking the Spanish at their palace. Moctezuma II went to the roof of his palace to talk with his people below, and to again try to persuade them to stop fighting the Spanish. As he was speaking, members of the angry crowd threw rocks at him. He was struck by three of the rocks, and died.

With Moctezuma II dead and no-one to order the Aztecs to stand down, Cortés and the Spanish were trapped in their palace with nowhere to go. Cortés decided that they would need to flee the city if they were to survive. In the middle of the night of 30 June 1520 CE, the Spanish left the palace and headed towards the western causeway out of Tenochtitlan. The Aztecs had removed all the bridges from the causeways to try to prevent an escape, so the Spanish had great difficulty. What made the escape even more difficult was the fact that many of the Spanish carried with them large amounts of gold as they left.

The Aztecs attacked the Spaniards as they were leaving the city and, in the ensuing battles, hundreds of Spaniards were killed. The Aztecs chased Cortés and a small number of the Spanish, but eventually they escaped the city and found safety over the mountains.

Siege of Tenochtitlan

Cortés made it back to Veracruz and regrouped. He called for reinforcements, which probably came from surrounding Spanish colonies close by, and which arrived a few months later. He began planning how he would take back Tenochtitlan.

Cortés set out in the direction of Tenochtitlan with 700 Spanish and 70 000 Tlaxcalan troops, who would now fight beside the Spanish. In November 1520 CE, this army laid siege to Tenochtitlan using small boats to navigate the causeways. The Spanish blocked shipments of food from coming into the city, and cut off the fresh water supply.

There were large numbers of casualties on both sides during the siege, but the Aztecs endured the most struggle—it was not long before they were running out of food, and they had no fresh water. The most damaging impact of the siege for the Aztecs, however, was the contraction of disease. When Cortés had returned to Veracruz to fight the Spanish army sent to arrest him earlier that year, a young porter was among those captured by Cortés' men. This porter was infected with the disease **smallpox**. While Europeans were immune to smallpox, having been exposed to it previously, the native Aztecs were not. The Aztecs contracted the disease and thousands of them began to die.

The siege lasted for several months, but in August 1521 CE, after suffering starvation and death from both the war and disease, the Aztecs surrendered. The days of the Aztec Empire and the Aztec way of life were over.

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Spotlight

The Incas and Pizzaro

The Incas were a people from the Cuzco area in Central America (present-day Peru). They had an empire that stretched for more than 4000 kilometres. The most famous Inca village is Machu Picchu, which was a religious centre devoted to the Inca Sun God, and which stood more than 2.4 kilometres above sea level. The Inca Empire was a thriving empire similar to that of the Aztecs throughout the 14th and 15th centuries.

In 1531 CE, Spanish conquistador Francisco Pizarro set out for Panama but landed in the Inca Empire near Tumbes. As Pizarro moved towards the Inca capital, Cuzco, the **Sapa Inca**, Huayna Capac, died from smallpox.

Like Cortés, Pizarro also managed to recruit local tribes to help him fight against the Inca Empire. By 1534 CE, the Spanish had conquered most of the Inca Empire and executed the new leader, Huayna's son Atahualpa. There was a temporary Inca revolt in 1536–37 CE before the Inca Empire was finally subdued.

SOURCE 11.32 Map of the Inca Empire

SOURCE 11.33 The ruins of Machu Picchu

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SOURCE 11.34 Medieval artwork of the siege at Tenochtitlan

ACTIVITY

Check your understanding

1 How did Moctezuma II die?

2 How long did the siege of Tenochtitlan last?

Source questions

1 Source 11.34 shows both Spanish and Aztec soldiers. Outline the differences in armour and weapons that you can see in the painting. Do you think the differences in armour and weapons would have had a great effect on the outcome of the battle?

2 Ismet takes you inside the walls of Tenochtitlan close to the end of the siege. You spend some time with Aztec people—soldiers and commoners alike. How do the people feel about the siege? What is happening inside the walls of the city where no supplies can enter? Describe your experience in your travel blog.

Apply your knowledge

1 Research Francisco Pizarro's conquest of the Incas and write a newspaper article from the perspective of an Inca person in the year 1537 CE.

Immediate effects of colonisation of the Americas

Immediate impact on Aztec decendants

Destruction of civilisations

The Aztecs had surrendered to the Spanish in the siege on Tenochtitlan in 1521 CE, but the real struggle was yet to come. Central American and European culture and traditions were extremely different. In the Aztec world of conquest, success

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was measured by power, prestige and tribute. When the Aztecs defeated an enemy, they allowed the defeated peoples to keep their customs, their gods and to a large extent their way of life—the Aztecs simply replaced the ruling body in the newly conquered land and increased taxation in the form of tributes. The Spanish, however, were fighting a more comprehensive war. When the Spanish defeated an enemy, they replaced the laws, decimated the existing religion and took away the freedom of those they conquered. Much of the wealth of the conquered land, including the land itself, was taken by the victors.

This is what happened when the Spanish claimed victory in the siege of Tenochtitlan. The conquered society was proclaimed New Spain by the Spanish king in 1522 CE. Cortés, back in favour with the Spanish king after appeals for leniency on his behalf, was named governor and began to build a new city on top of the old, which became what we know today as Mexico City. The values, traditions and culture of the Aztecs had no place in the new society of the Spanish, and were quashed under the way of life the Spanish imposed on the indigenous Aztecs.

Immunity and disease

The devastating effect of the smallpox virus on the Aztec people was only the beginning of a number of diseases that would sweep through New Spain. The indigenous people of the Americas did not have a resistance to European diseases. It is thought that the population around Tenochtitlan in the Valley of Mexico was reduced from 1.6 million to 900 000 in 1521 CE as a result of smallpox alone. Furthermore, by the year 1600 CE, more than 15 major disease epidemics had swept through the Americas, killing an estimated 50 million people.

The smallpox virus has two strains: a major strain and a minor strain. It is one of the few diseases to have been completely eradicated in modern society—the last known natural case of the major strain was recorded in 1975 CE, and the last known natural case of the minor strain was recorded in 1977 CE.

SOURCE 11.35 Rahima Banu, a two-year-old from Bangladesh, who had the last known major strain smallpox infection in 1975 CE

ACTIVITY

Check your understanding

1. In what ways did the values and culture of the Spanish influence the Aztecs? How did the Aztecs treat a defeated enemy?
2. What challenges did the Aztecs face after they surrendered at Tenochtitlan in 1521 CE?

Apply your knowledge

1. Why were the Aztecs so susceptible to the smallpox virus?
2. Research the smallpox virus and write a short paragraph on how it is one of the few diseases to have been successfully eradicated in the present world.

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Dispossession of land and slavery

In the aftermath of the Spanish conquest, the land of the Aztecs was taken from them and distributed to Spanish settlers. This was done through a system known as the ***encomienda* system**. The *encomienda* system was a system whereby a Spanish settler was granted land as well as an indigenous workforce that he could use for labour. He also had the right to tax the indigenous people through a forced tribute. In return, the Spanish settlers were to provide the indigenous people with religious instruction and protection. This system dispossessed the people of their land and eventually led to a form of slavery, as the Spanish would often neglect their responsibilities of protection and instruction and the workers would therefore receive nothing in return for their labour.

Slavery was not only taking place through the *encomienda* system—it was also occurring in the wider New Spain, as indigenous people were rounded up to do the manual labour that the Spanish refused to perform themselves, such as working in mines, building roads and rebuilding cities. Slaves were often subjected to dreadful conditions and, as a result, many of them died.

Immediate effect on the wider world

Technology

It was the superior technology of the Europeans that had allowed only 700 Spaniards to defeat the mighty Aztec Empire. The use of war advancements and technology such as horses, gunpowder and navigation equipment had given the Spanish a clear advantage. With Spanish influence in New Spain, such advancements became common across the Americas.

Riches

After the Spanish conquests in South America, the Spaniards sent a considerable fortune back to Spain in the form of vast amounts of gold and silver. The country became very wealthy.

They also increased their fortune from the discovery of natural resources and new foods and crops in South America, such as maize, beans, potatoes, tobacco and chocolate. These foods were extracted, sent back to Spain and traded around Europe. Spain increased its wealth and Europe benefitted from the new experiences.

ACTIVITY

Apply your knowledge

1 Join three other classmates to form a group of four. Each member in the group must become an expert in one aspect of the Spanish conquest of the Americas. Each group member should research at least five points on their designated topic.
   - Student 1: Destruction of civilisations
   - Student 2: Immunity and disease
   - Student 3: Dispossession of land and slavery
   - Student 4: Benefits for Europe

2 Create an information leaflet for the other members of your class on your topic and add it to your blog.

Long-term effects of colonisation of the Americas

Struggle for freedom and the Mexican War of Independence

The Aztec peoples under Spanish rule began to lose their cultural identity as many of the customs and practices of their ancestors were no longer allowed to be performed. Those with Aztec ancestors came to be identified by the language they spoke rather than other distinctive cultural aspects. The language of the Aztecs and of many other indigenous tribes around Central America was Nahuatl, so the people who spoke it became known as the Nahua.

The Spanish occupation of the Aztec Empire was only the beginning—the occupation of many more native lands in Central America continued for the next 300 years. It would take the people of Central America, now known as Mexico, 11 years of fighting the Mexican War of Independence (1810–21 CE) before they were finally given self-determination from Spanish rule.

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Aztec legacy in Mexican culture

Culture in Mexico today owes much to the Aztec history of the region. Aztec-style markets, which provide food and other goods, are also still very much a part of Mexican life. Additionally, the diet of Mexico and the rural indigenous populations has been influenced heavily by Aztec culture. Popular national foods such as tortillas, tacos and **tamales** can all be traced directly back to the Aztecs. Several traditional sauces commonly used in food, such as **mole**, were also prevalent in Aztec culture.

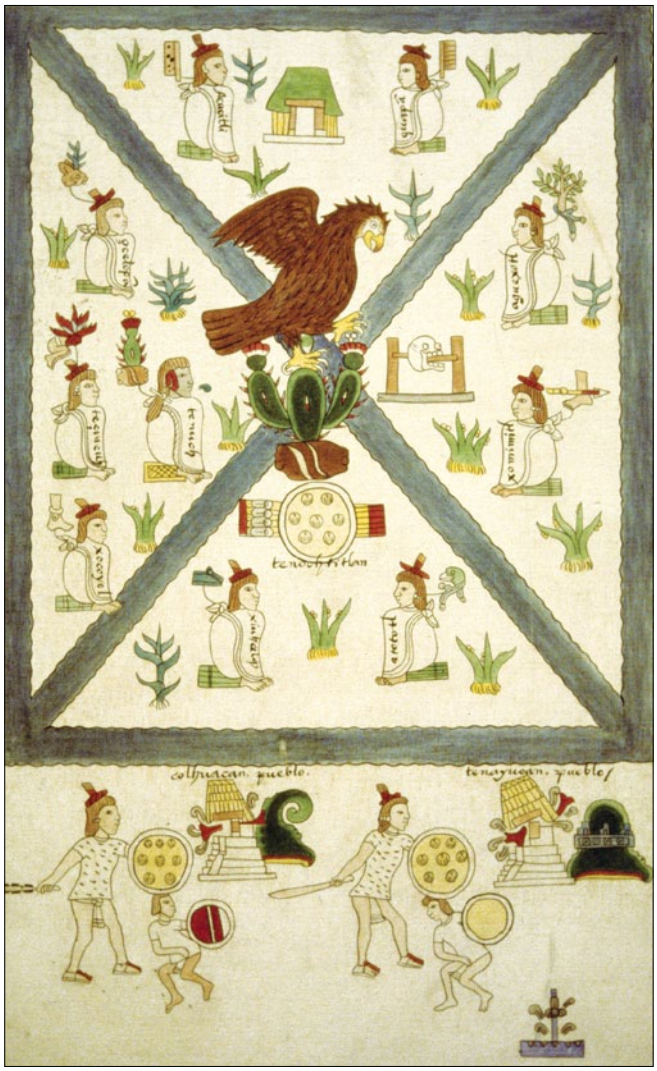
While Spanish is now the recognised national language of Mexico, the Spanish spoken in Mexico has been influenced by Nahuatl in a number of ways. Many terms and characteristics have been incorporated into the language from Nahuatl.

The Mexican Government also recognises the region's connection with its Aztec past, and devotes significant resources to archaeological discovery and the preservation of Aztec artefacts. The Aztec Empire left behind many physical examples of its power and might, and these are still being discovered today. Mexico City is in fact built on the ruins of Tenochtitlan.

Go to OneStopDigital to visit the Templo Mayor museum to find out about the excavations at the site of Tenochtitlan.

Finally, one of the most striking tributes to Aztec culture can be found on the Mexican flag. The flag bears the national coat of arms, which is based on a traditional Aztec image of an eagle on top of a cactus. This image is said to represent the story of the founding of Tenochtitlan, which states that the Aztecs saw an eagle perched on a pear cactus on the site that would become Tenochtitlan. They took it as a sign and built their capital on that location. The present-day version of the image used in the coat of arms also includes a snake.

SOURCE 11.36 The Mexican flag, featuring the coat of arms in the centre



SOURCE 11.37 The representation of the founding of Tenochtitlan, as shown in the *Codex Mendoza* (an Aztec Codex created 20 years after the Mexican conquest by Spain)

Indigenous people today

In Mexico today there are still a number of contemporary issues that face the ancestors of the Aztecs. There are approximately 1.4 million people in Mexico today that speak Nahuatl. There are

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an untold number, however, that have lost the language and much of their culture to a more contemporary Mexican culture. Many challenges face these few remaining Nahua people.

There are a number of indigenous peoples that still live in forests in South America. In today's world, where there is an ever-increasing need for natural resources, these communities are under continued threat and pressure to give up or sell their land for resources such as timber from the trees and more farming land from the soil. When this occurs, the indigenous people lose their territory and the ability to provide for themselves. This has led to poverty and a lack of resources in a number of instances for Nahua people.

The Nahua also face political and educational disadvantages. Only 65 per cent of the Nahua can read and write, compared with 97 per cent of Spanish speakers. Life expectancy of the Nahua is also significantly below that of the Mexican national average.

SOURCE 11.38 A Mexican descendant of the Aztecs selling cocoa at the markets

ACTIVITY

Check your understanding

1 How long did it take for the Mexican people to gain freedom from the Spanish?

2 What impacts have the Aztecs had on language in Mexico?

Apply your knowledge

1 List other ways in which the Aztec culture has influenced Mexican culture today.

Legacies of the Spanish conquest of the Americas

While we have seen that the culture of the Aztecs has lived on in some aspects of modern Mexican life, there have been other, more wide-reaching, legacies of the Spanish conquest of the Americas in modern life. The most significant and lasting legacy would certainly be European exploration. The material advantages that Spain gained through exploration and colonisation were immense, and these material gains encouraged a number of other European countries to explore and seek new lands themselves. There are large numbers of people in countries such as Australia, the United States, New Zealand and South Africa whose heritage was influenced by European exploration because their ancestors relocated as a result of that exploration.

Unfortunately, another legacy of Spanish conquest of the Americas is the continued difficulty for indigenous populations. Exploration by Europeans caused great damage to the land, culture and values of indigenous populations in various parts of the world—not just in the Americas. Today, a number of indigenous populations around the world are still trying to reclaim what was lost during the European conquest of their land.

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History challenges

Create your own documentary

You are to create your own short 'documentary' about the Spanish conquest of the Aztecs, using an internet software program called Voicethread. The link for Voicethread can be located at OneStopDigital. You will need to conduct research and you will also need to have access to a digital video camera.

The documentary must meet the following requirements:

- Length: between 5 and 6 minutes.
- Address the four inquiry questions below.
- Include at least eight visual slides—this should comprise mostly images, but it can also be videos that you have made yourself using toy figures/models or 'actors' to depict particular scenes.
- Include an introduction and a conclusion delivered by you, speaking to the camera.
- You must make use of voice, video and drawing tools in Voicethread.
- The last slide of your documentary must contain a bibliography that lists the resources used in your research.

Inquiry questions to be addressed in your documentary:

1. What was Aztec life like before the arrival of the Spanish?
2. How did the Spanish discover the Aztecs?
3. How did the Spanish conquer the Aztecs?
4. What impact did Spanish exploration have on the Aztecs and the world at the time?

Review a video game

1. A very popular video game in the 1980s was the game 'Aztec'. Research the video game and write a review using these questions as a guide.
   - When was it made and who was it made by?
   - What is the premise of the game?
   - How popular was the game?
   - How historically accurate is the game? Give examples.

   See if you know anyone who has the game, or if you can play it online.
2. Go to OneStopDigital to discover several other Aztec-themed games you can play online.

   Play one of these games (or another of your choosing), and write a review of it, critically analysing its historical accuracy.

Make an Aztec mosaic mask

You will need: a balloon, Vaseline, newspaper, papier-mâché mixture (1 part PVA glue to 3 parts water), a bowl, a paintbrush, scissors, paper tape (e.g. masking tape), paint, a water pot, self-drying clay, paper cardboard, plaster paste, coloured paint and PVA glue.

1. Inflate a balloon to the size of your head. Cover it with Vaseline. Wet strips of newspaper in papier-mâché mix and place them on the balloon. Add at least four layers.
2. Once the papier-mâché is dry, pop the balloon. Draw the shape of a mask on the papier-mâché and cut it out. Use clay to mould the eyes and nose. Cover the edges of the clay with tape.
3. Paint your paper cardboard a number of different colours. Once the paint is dry, cut the cardboard into a number of different smallish pieces.
4. Cover the mask with plaster paste and press the card pieces onto it to stick them there. You may need to use some glue to make sure they stick.
5. Paint the eyes and cut out the teeth from white card. Leave the mask to dry.
6. Finally, coat the whole mask with a thin layer of PVA glue.

Write an essay

Explain the ways in which life changed for the Aztecs by comparing their lives before and after the Spanish conquest.

Use the History skills in Chapter 1 on page 26 to help you write your essay.

See OneStopDigital for multiple-choice questions and an interactive crossword for this chapter.

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Glossary

acquisition purchase of an artefact for a museum

Afro–Eurasian the African, European and Asian continents

ahu the large stone platforms on which the *moai* were erected

amulet a charm worn to ward off evil

Anglo-Saxons the Saxon, Angle and Jute tribespeople from Germany and Scandinavia

anime a popular form of entertainment for both children and adults that tells stories via animated cartoons; many stories involve science fiction/futuristic plotlines

apprentice somebody being trained by a skilled professional in art, craft or trade

archipelago a group of islands that are clustered together

ariki the upper class and chiefs of Polynesian societies

artisan a skilled craftsperson

astrology a system of traditions and beliefs that the Sun, Moon, planets and stars influence human interaction, behaviour and fate

Austronesian the group of related languages spoken in Southeast Asia and the Pacific Islands

baray a large man-made body of water surrounded by banks of earth; resembles a reservoir

bas-relief sculpture projecting from a stone wall

Brahmin a Hindu priestly figure of high standing

bubonic plague a deadly illness spread through the bites of fleas that carry bacteria

Buddhism a religious system based on the teachings of Siddhartha Gautama in India around the 5th century

bushi a word sometimes used when referring to the samurai; a follower of the Bushido code

Byzantine Empire the eastern Roman Empire, centred around Constantinople

Caliph title for a leader or ruler of an Islamic political region

canal an inland waterway or channel

caravan a group of traders carrying goods over a long distance on a regular trail, usually on camels

caste system a rigid social system that categorised people into groups that determined not only a person's job and economic capacity, but also their position in the social hierarchy

caulked made watertight

causeway an elevated road over a body of water or a piece of land; some causeways are revealed only at low tide

cavalry soldiers who fought on horseback

chamber pot a bowl with a handle on it, kept in the bedroom for use as a toilet

chinampa a small floating piece of fertile land used for agriculture

clan a group of people who claim a close connection, similar to a family bond

codex in the Aztec context, the name given to a document written by the Aztecs, which uses mainly pictures to tell a story

colosseum a sporting arena, where crowds in Roman times would watch gladiators fight each other and wild animals to the death

commerce the activity of buying or selling

commissioned artist an artist who is paid for producing a piece of work

Confucianism a religious system based on the teachings of Confucius, who lived in China in the 6th century

corps a military unit

corvée labour compulsory unpaid labour demanded by a king instead of taxes; this system existed in Cambodia until the 1960s

cosmology an understanding of the place of humans in the universe

coulter a blade attached to a plough that makes vertical cuts in the soil

Council of Ten a group of Venetian men who had policing power over security of the state

daimyo a lord of Japanese medieval society; he gave loyalty to the shogun and controlled an army of samurai

daub a mixture of mud, straw and manure, attached to wattle to build a house

death mask a cast taken of someone's face after they have died

delta in the context of a river, a series of streams that branch off at the end of a river due to the build-up of sediments over time

dinars, dirhems Arab coins

divine right the right to rule, granted by God

doctrine teachings; policy; guideline

Doge the elected ruler of Venice

drona a bucket, which holds 1/16th of a khari

drying and salting drying meat or fish in the fresh air and then covering it in salt to stop it from rotting; this is one of the oldest methods of preserving food

dyke a barrier constructed to keep river water from flooding nearby land

egg tempera a permanent coloured pigment mixed with egg used for painting

emirate a small territory or province

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enamel a hard glassy compound fused to a metal surface for decoration

***encomienda* system** a system of land and labour distribution developed in New Spain by the Spanish king

excommunication to exclude somebody from the Christian community because their behaviour is judged to be against God or the Church

famine a severe shortage of food

feudal system a hierarchical system of land ownership that operated through mutual relationships between different groups of people in society and the obligations that groups had to each other

fief the land granted by a king or other rulers in return for service

filial piety respect for family and ancestors

fincan a cup without a handle

firman a royal decree issued in the Ottoman Empire

fjord a long, narrow inlet of the sea between high cliffs, usually formed by glaciers

flagellants members of a religious group who whipped themselves as penance for their sins and the sins of those suffering from the Black Death

fortified city a city that is protected by defensive walls in an attempt to keep out invaders

foundation myth a story explaining how the world, a society or certain customs came into existence

Franks/Frankish people Europeans

Genoese a person or object from the powerful city-state of Genoa, located in north-west Italy

glyph a symbol or image used to represent words

grave goods items and possessions buried with the dead

Great Wall of China a stone fortification wall built to protect the north of China

Greek fire a weapon that shot a stream of fire at enemies

guild an association of people with similar interests

heathen another word for pagan

heresy an opinion or belief that contradicts religious teaching

heretic somebody who holds a belief that contradicts established religious teaching

hieratic scale representing the sizes of objects according to their importance, rather than their actual size

hierarchy a ranking system; the social structure of a community or society

hinin outcasts in Medieval Japan

hippodrome an open-air stadium for horse and chariot racing

hopu the title given to contestants in the annual Birdman contest

humanism placing the study and progress of human nature at the centre of interests

humorism an ancient theory that proposed that four 'humors' or fluids within the body interacted with each other and the elements of nature; an imbalance meant ill health

Hundred Years War a war fought between England and France (and later Burgundy) that actually lasted for 116 years between 1337 CE and 1453 CE

husbandry caring for animals or crops

hypothesis a theory or suggestion

ides of January 13 January

imam Islamic spiritual leader or scholar

imperial subjects people who had the right to be protected by the sultan

infant mortality the rate of deaths of children under the age of one year, per every 1000 births

infantry the most basic of military formations of unmounted soldiers; in pre-modern times they would have been armed with spears, bows and arrows, crossbows and swords

infidels unbelievers

Jomon the name given to some of Japan's earliest settlers; they were given this name because of the distinctive cord markings on their pottery

jury system a court system in which the person accused of a crime would be tried by a panel of people, who would decide their fate

kami the Shinto term for gods or divine beings

kamikaze meaning 'divine winds', a term used to describe the typhoons that stopped the arrival of a Mongol fleet of ships in Japan from China in the 13th century

khan title of the Mongol ruler

khari one khari = 100 kilograms

Kiyats the name of the tribe to which Temujin (Genghis Khan) and his family belonged

kurus Ottoman currency

Late Antiquity the period between the late 4th century and 650 CE, before the Medieval Period began

Latins Catholic Christians; Latin was the language of the Catholic Church in medieval times

lawspeaker a judge

lay non-clerical people involved in the Church

life expectancy the number of years, on average, that a person is expected to live

Little Ice Age a period of lower-than-average temperatures that caused unusually cold and wet weather between about 1250 CE and 1850 CE; it was preceded by the Medieval Warm Period

longship a long, narrow Viking warship

maize corn

man-day one person working one day

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manga a form of cartoon/comic-based storytelling, similar to anime; it is directly descended from earlier styles of Japanese art

manor the district over which a tenant-in-chief had control and could exercise certain rights and privileges

Maria! Maria! an exclamation of amazement, referring to Mary (Maria), the mother of Jesus in Christian belief

maritime connected with the sea, especially in relation to trade or navy matters

martyr a person who suffers for a cause

Melanesia the island groups of the south-west region of the Pacific Ocean; Ancient Greek for 'black islands'

mercenary a foreign soldier who is paid to serve in a local army

merchant someone who buys and sells goods for a profit

Micronesia the island groups of the north-west region of the Pacific Ocean; Ancient Greek for 'small islands'

midden a site that has been used by people as a waste dump; they are treasure troves for archaeologists because they often provide information about what people ate, where they lived etc.

mild steel steel that is made from iron and carbon; 'mild steel' refers to steel that has been made with a low amount of carbon, making it easier to shape

minaret a tower placed near a mosque, from where a muezzin calls worshippers to prayer

minstrel a medieval singer or musician, especially one who sang or recited lyrics or heroic poetry to a musical accompaniment for the nobility

moai the original name for the statues of Easter Island

mole a spicy Spanish sauce that often contains chocolate

monastic a monk or nun in the Orthodox Church

Mongols between the 13th and 17th centuries the nomadic tribespeople of Central Asia; now, an ethnic group of peoples living in China, Russia and Mongolia

mosaic the art of decorating something with small pieces of coloured material, such as stones, glass, ceramic tiles or shells

motte and bailey earth and timber. An early form of castle, created on a mound (motte) with a fence (bailey)

Nahuatl language spoken by Aztec people

narghile a water pipe used for smoking

negotiation in this context, a discussion over prices that aims to produce an agreement

nomadic/nomads people who do not live in one place for a long period of time; they are continually moving

Northumbrians people of the kingdom of Northumbria in northern England

obligation to be beholden to someone or something, to have a responsibility

obsidian a glassy black rock formed by rapidly cooling lava

Old Norse the language of Medieval Scandinavian countries, used until the middle of the 14th century

outrigger a canoe with a log attached to one or both sides of the hull to prevent the canoe from tipping over in rough seas; the log is attached using wooden beams

pagans in this case, non-Christians

paiza a tablet issued to a messenger that gave them the authority to carry a message and receive rations at posts along the way

patolli an Aztec board game played for leisure, but which also had a heavy focus on gambling

patriarch a leader of the Orthodox Christian Church

patrician aristocratic and refined

patron someone who gives support or money to somebody or something

patron god a god that is a guardian or protector of something in particular; e.g. Chicomexochtli was the patron god of artists

Pax Mongolica a term used to describe the stability or peace experienced in the Mongol region under the rule of the Mongol Empire during the 13th and 14th centuries

peasant a person low in social rank; usually a farmer

pediment a triangular section above a horizontal section on a building; e.g. above a door or window

petroglyph a word, sign or symbol carved or chiselled into stone

pitch a thick, dark, sticky tar made from charcoal or tree resin, used for waterproofing

pneumonic plague a deadly illness that infects the lungs and is spread through the air from person to person; less common than the bubonic plague

Polynesia the island groups in the central and eastern region of the Pacific Ocean; Ancient Greek for 'many islands'

principalities small kingdoms ruled by princes

propaganda information that aims to influence the beliefs of the wider community

pukao the red topknots on the heads of some of the Easter Island statues

quiver a container that holds arrows

rapine plunder

rattan mats mats made of woven palm fronds

reclaimed land creating new land from sea or riverbeds

Reconquista a 700-year period, from 710 CE to 1492 CE, during which Christians conquered and expelled the Jews and Muslims from Spain and Portugal

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reformation a 16th-century European movement to reform the abuses of power of the Catholic Church

regent someone who acts as the ruler of a kingdom or empire in the absence or disability of the true ruler

remission of sins forgiveness for wrongdoing, allowing entrance into heaven after death

renounce to take back; give up

republic a political system or form of government in which people elect representatives to exercise power for them

ronin samurai warriors with no daimyo; they were classed as hinin, or outcasts

Sanskrit the ancient language of India and sacred language of the Hindu religion

Sapa Inca the ruler of the Incas

sector a mathematical instrument used in calculations in the 16th to 19th centuries

secular non-religious

sedentary population a population that remains in one place and does not move around (as opposed to a nomadic lifestyle)

semi-dome a half-dome, split vertically

Senate an elected assembly of people who helped to rule Venice

serf peasant

Shamanism the religious practice of the native Mongols

shogun in theory the military head of Japan, but in reality the political ruler of the country

shogunate a type of government in Japan that gave all power to the shogun or military ruler

Silk Road an ancient network of trade routes that operated for more than 3000 years, linking Asia with the Eastern Mediterranean

smallpox a highly contagious disease; it was deadly in medieval times to those who were not immune to it

smoking a method of preserving meat or fish by exposing it to the smoke from burning wood

sonnet a poem of 14 lines, with a careful rhyming scheme

Statute of Westminster an Act of the Parliament of the United Kingdom

stele a stone slab, taller than it is wide, bearing inscriptions, erected for ceremonial purposes or to mark territory; popular in ancient and medieval times

steppes the treeless, grassland plains that stretch for 5000 kilometres from the western border of Hungary to the eastern border of Mongolia

tamale traditional Spanish food where a corn-based dough is stuffed with meat, cheese, vegetables and chillies and boiled wrapped in a leaf

Tangata-Manu the title given to the clan chief whose *hopu* won the Birdman contest

tanned/tanning treating animal skins with tannin (a brown-coloured chemical found in plants) to make leather from them

tapu something that is restricted, forbidden or sacred; we get the modern word 'taboo' from this term

tatami mat traditional straw mat, used for flooring in Japan

three-field system a system of agriculture that allowed farmers to rotate crops between three fields and produce two harvests per year

tithe a tax, usually 10 per cent of a person's income

tlachtli a ball game played by the Aztecs for religious and entertainment purposes

Tlaxcalans a native tribe that was under Aztec rule; during the Spanish conquest they formed an alliance with Spain

transcription record, copy

tribal religions religions centred on spirits and gods of the natural world, native to one particular area

tribute a payment or gift given to someone or something who is honoured or in a superior position

troubadour a French medieval poet who composed and sang in the 11th to 13th centuries

tsar emperor or king of Russia

valkyries female spirits

Veda a large body of ancient Sanskrit Hindu scripts

wattle twigs criss-crossed together

Witan a meeting/group of a council of nobles

Yam the communication system used in the Mongol Empire

Yasa the Mongol Empire rule of law

yurt a portable tent used by the Mongols as their home

zarf a metal container with a handle

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